CONSTRUCTIVE LESSONS IN ENGLISH FOR THE FOREIGN BORN

NINA J. BEGLINGER

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CONSTRUCTIVE LESSONS IN ENGLISH FOR THE FOREIGN BORN

BY

NINA J. BEGLINGER

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TO

ALL NEW CITIZENS

PREFACE

This book is the result of ten years' experience in supervising English instruction, supplemented by seventeen months of experimental work in National Army Schools, and three years' supervision of English instruction to foreigners. The method is constructive and is based upon the fact that a teacher should utilize the developed conditions and forces at hand that are in harmony with his aim. Rapid progress and satisfactory results can be obtained in no other way. The material has been in use in the Evening Elementary Schools in Detroit during the past two years, and has reduced the time for learning to read and write English 67% by actual tests.

The adult alien has been treated like a child in our schools. Children's methods have been used in his instruction. Dissatisfaction to both teacher and student has resulted. Such methods are not in harmony with the developed forces that the adult brings to us nor with the conditions to be met.

A child under fourteen is a natural physical being. His first eight years of training must convert him from a destructive to a constructive being. He

must learn self-control and self-direction and to appraise his own efforts and their results. He must learn to co-operate for the general welfare of humanity as a whole. Methods for educating the child should be built about such devices as will develop him along these lines.

The adult has developed certain elements in his character that form a definite base upon which all subsequent constructions in educational experiences may be built. He has reached the place where his constructive ability is developed. (Note his value in our economic structure.) He is no longer a non-reasoning individual, whether literate or illiterate. He measures, he passes judgment. He knows whether or not the plan in use is giving him what he wants and needs without loss of time or effort. He knows nothing of the technique of method, but he knows all about its effect upon himself. He will work on drill projects that produce results, on reading that measures results, and on writing that tests results. By all this he is keeping check on his own advancement.

Memory work must be reduced to a minimum. Facts that must be memorized (sounds and their symbols, elements, prefixes, suffixes, etc.) must be so applied to concrete situations and experiences as shall form a cable of recall. Any method that does

not give due consideration to the foregoing facts will prove less effective than methods based upon them.

BASIC CONCEPT: All methods and devices must also be in harmony with the natural law of mental growth.

PHYSICAL GROWTH:
1. Eating and drinking.
2. Digestion.
3. Assimilation.

MENTAL GROWTH:
1. Influx.
2. Mastery.
3. Assimilation.

1. The mind has its definite organs of influx. These are the ear and the eye. Influx is not complete, however, without comprehension. When influx is complete the pupil has heard, seen the word form, and has a comprehension of its meaning.

2. The organs of mastery are apart from the organs of influx. They are the organs of speech and the hand. The pupil has mastered the word when he can say it and write it and knows its meaning.

NOTE: Do not confuse writing with copying.

3. Assimilation has taken place when the pupil actually uses the word in conversation, can read it and can write it. There is no test of assimilation save that of use.

The author desires to express appreciation for the interest and spirit of helpfulness manifested by Dr. L. J. Brueckner, Assistant Dean, Detroit Teachers College, in the production of this text book.

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INTRODUCTION

The constructive method is based upon the idea of the language as a unit having in its construction certain elements whose recognition will prove instrumental to a mastery of the whole. It is specifically aimed to call into activity the constructive ability of the individual. The material in Part I of the text book should be presented by direct drill on the elements involved. The reading material is *not* to be read as a reading lesson. It is intended purely as a recognition drill to ascertain if the pupil can recognize and apply the drill material. Any other method will result in less satisfactory results because the pupil will not return a 100% written exercise if he has not *mastered* the *idea* involved in the drill material.

When presented in this way teachers hold the interest of the class with increasing intensity to the completion of the problem in view. Motivation is secured through curiosity. The drill completed, the student reads the theme unassisted. He is able to measure the value of the drill in terms of his own ability. The writing lesson which follows includes

a further application of the drill material. The dictated lessons are the ultimate test of effective teaching and also cover the subjects of spelling and writing.

Coupled with the constructive method certain devices must be used to develop fluency in oral English. If the student comes with little or no English, fully half of the class period should be utilized in connection with objects, pictures, dramatics, and simple telling of the events of the day or stories. Sentences based upon uses of pronouns, verb forms and tenses must be freely drilled upon. In this work the results will correspond to the amount of student activity secured. The teacher can judge of his own efficiency by the progress in fluency in the class as measured from week to week. As soon as the first elements in reading are mastered, silent reading may be used as a device to acquire oral fluency. The thoughts secured from the printed page should be orally expressed without the book.

The Direct Constructive Method

Detailed instructions to teachers

The English language has in its elemental divisions certain fixed truths. Some divisions have confusing exceptions, but these exceptions are few in comparison with the cases where the rule holds true.

General rules and situations should be mastered. Drill material contains the following units:

(1) Sounds of consonants and selected families.

(2) Names of vowels and how to recognize the sounds of same from their use.

(*a*) A vowel followed by a single consonant.

(*b*) Double vowel or two vowels together.

(*c*) Effect of terminal "e."

(3) Digraphs, trigraphs and diphthongs.

(4) Suffixes and prefixes.

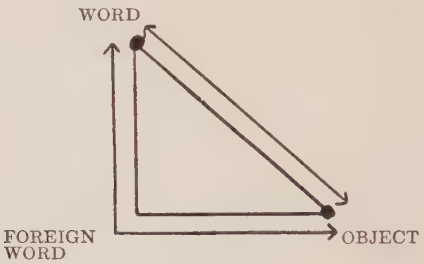
NOTE: Exceptions are taught as they occur, and in the early lessons should be avoided when possible. When met, however, the situation should be made clear.

EXAMPLE: The hard sound of "c" has been taught — the word "city" occurs — the fact that the "c" has the sound of "s" before "e," "i," and "y" should be taught. Explain that if the *real* sound of "c" is desired before "e," "i" or "y," "k" is substituted instead of "c," as in "kitty" or "key."

THE DIRECT METHOD

The direct method may be defined as including any method or device that trains the pupil to think in the language to be acquired. There must be no thought deviation between the idea and the word that represents it.

The translation method is directly opposed to the direct method. It retards oral fluency and wastes mental energy, because the law is that a straight line between two points is the shortest distance between them. It may be shown by this diagram:



The drills should be conducted with such a degree of rapidity as to eliminate translation.

METHODS OF PRESENTATION OF DRILL LESSONS

—Drill Lessons

Lesson 1

Certain elements in construction must be given to the pupil. The motivation of this work is already established in the known desire evidenced by his presence. The work of the teacher is to direct his attention to the things that he must know in order to accomplish his object. Theme I may be placed upon the board at the beginning of the drill period. When ready to begin the work, the teacher may ask for volunteers to read the sentences, thus setting a standard if there is a pupil present who can read it well. Class members who cannot read it well will see their possibilities for improvement.

1. The teacher then presents the first lesson, step by step, somewhat as follows:

"In order to recognize the sound of a letter you must know its sound—the names of the letters are often unlike the sound of the letters in a word. As soon as you have mastered the sounds, much of your difficulty in reading will be overcome.

"The first sound I want you to get is this: "c"—(teacher gives the hard sound of "c"). Try it.

I will help you and you may help each other." Repeat sound until mastered.

2. The teacher should write "c" on the board and say, "This letter is the letter whose sound you have given. Sound it again. Write it and sound it."

NOTE: The pupil has used ear, organs of speech, eye, and hand. No drill is complete unless it has included the complete unit of self-activity. By this method the pupil has acquired command over the items of drill by the chief avenues of recall.

3. Repeat the process with "m."

4. Encourage self-drill and alternate sounds of hard "c" and "m."

5. Teach "an" as a unit. (Same as above.)

6. Sounds and symbols already mastered should be alternated with new unit.

7. Develop "all" in the same way.

The teacher should watch closely for evidences of inaccuracy, hesitation, etc., on the part of the pupils, but without manifesting undue criticism. Her work should be so conducted that the pupils begin to feel a sense of mastery. It is in this psychological reaction that the student finds the incentive to persist.

NOTE: When the work reaches this point the teacher is ready to test her pupil for recognition of elements in actual words. The pupil who cannot recognize the new words from known elements demonstrates to the teacher

that the drill work needs repeating. Remember that only through the pupil's self-activity are the avenues for recall established and only through recall can elements be applied.

8. The teacher writes the word "call" on the board and as a test of power challenges the class to read it.

NOTE: The wise teacher will not make the error of offering assistance or of being overcritical at this point. Create a climax to the sense of mastery by praise. The correcting of any imperfections may be done by incidental (and seemingly accidental) repetition of the word.

9. Student writes the word "call."

10. Introduce the word "can" in similar fashion. Follow by drill and writing by pupil.

11. Present "man" in the same way.

12. Drill on writing the words from dictation.

13. Teacher now presents the words "the," "me," "you" and "I" as unit

14. The class now returns to the test theme and reads test for gains in the lesson.

15. Read theme from book.

NOTE: Present only one theme at a time. When it is mastered proceed to the next one.

16. Pupil writes theme upon dictation after its erasure from board.

Lesson 2

See suggestions for presenting Lesson 1. Proceed from review to new material. Proceed step by step as in Lesson 1. Haste tends to confusion. Remember that in memory work each concept must be clear, whether it be a sound, a word, or a sentence.

It is not planned to attempt to master a drill lesson at a single period. The time required will vary in groups as well as with individuals of the same group. Thoroughness is not to be sacrificed to a time limit.

Note how sounds taught are fitted in and recognized by pupils. It is not necessary to include "and" in the word drills. It has been mastered in the mastery of "an" and "d." You will begin to note the application of sounds learned in word drill. If the word "is" has been taught and the sound of "h" is known, the word "his" will be recognized at sight. At this stage of the pupil's development such words as "tan," "hand," "ran," "star," "ham," "hard," "dart," etc., may be inserted in the reading at any time and will need no special drill. The teacher must make certain that words are understood, and if pupils are slovenly in enunciation attention must be called to a more careful observation of the word.

Conclude lesson by dictation writing.

Lesson 3

Note the rapidity of advance and the enormous amount of material that is within the grasp of the pupil at the conclusion of Lesson 3. A few of the new words he will be able to recognize without assistance are: cat, rat, mat, fat, sat, met, let, set, net, sit, fit, mitten, cot, tot, dot, rot, lot, not, hot, cut, nut, hut, rut, cell, tell, dell, sell, fell, Nell, mill, till, dill, rill, hill, Lill, sill, fill, kill, call, tall, hall, fall, can, man, tan, Dan, ran, sand, fan, hand, and, can't, fans, sits, and fain, rain, main, drain, and there are hosts of others. Any of these words may be used in the themes and will need no special drill.

The device of having pupils give sentences containing the new words will cover two aims. First, the specific aim to ascertain the fact that the words are understood, and the secondary aim of developing fluency in oral expression.

Be sure your teaching unit is complete. (See page 4.)

Give concluding review lesson for consonant sounds.

Lesson 4

Tell class that vowels have two common sounds that should be mastered if their English is to be clear and easily understood.

Teach names of vowels and drill on their short sounds. When you have taught the names you have taught one sound.

Present the remainder of the lesson in the usual way.

Do not neglect the drills on tense forms.

Lesson 5

Review vowels and short sounds.

Show how adding an "e" to "at" changes the sound of the "a"—add "e" to "it" and "ot" and "ut" in the same manner. Go slowly enough to be sure that all your pupils understand the principle. Have class make many words from "at" and "ate" families, using known consonant sounds—such words as rat and rate, mat and mate, fat and fate, hat and hate, should be written on the board as a test in reading at sight. Continue unit words like mitt mite, sit site, cut cute, rot rote, tot tote, dot dote, etc.

Proceed with remainder of lesson in usual manner.

Lesson 6

Proceed as in Lesson V.

Review Lesson Covering Unit 1

Lesson 7

Read over notes on all previous lessons. Have you planned work so as to waste none of the students' time? Do you return corrected papers and insist upon students' being able to write 100% paper on second dictation of material? Any of above details omitted mean a waste of time and time is a vital element.

Have you conducted a competitive drill in phonics? Do you give out to your pupils the test ranks? (Two elements should be the base in judging in these drills—they are speed and accuracy.) Have pupils run through material rapidly, change order slightly so that the last pupil will not be especially favored by being last in the drill.

Review Lesson Covering Unit 2

Lesson 8

Presentation

Teacher writes *a, e, i, o, u* on the blackboard. Teacher asks: "Who can tell me the name that we call this little group of letters?" When a clear statement, similar to the first in lesson is given, and has been discussed by the class, it may be written on the board. Develop the theme sentence by sentence in this way, and use as a reading lesson—finally have

class write parts of the oral theme. Then have class read theme from the book. This lesson enables pupils to review this basic material whenever the need arises.

These are not drill lessons, but review lessons, and should be approached as such. They should conclude each specific unit of teaching where the importance of a principle is to be established.

NOTE: Drill on words to show the effect of terminal "e."

RULE: In words of a single syllable terminated with "e," the preceding vowel usually has the long sound.

LESSONS 9–19

Lessons containing digraphs, diphthongs, trigraphs, etc., should be taught as though these were unit phonic sounds. Drill as on any phonic material.

LESSONS 20–21

Covering Unit 4

1. Write list of all "ed" words in Theme I.
2. Call for volunteers to pronounce them.
3. Pronounce them (teacher).
4. Call attention to words where "ed" forms a separate syllable.

5. Have members of class underline "ed" in all words where it is sounded as a separate syllable.

6. Ask class to look for peculiarity common to words marked.

7. Teacher places brackets around last letter before "ed" (d or t).

8. Compare with words where "ed" is not preceded by "d" or "t."

9. Ask for sentence telling how any one may be able to tell, when looking at a word, whether the "ed" is said as a part of it or as a separate syllable.

10. Write best sentence on board. (Rule.)

11. Drill on pronouncing list of words.

12. Proceed to reading of theme in usual manner.

Lessons 22–24

Covering Unit 4

The lessons involving words ending in "ing" are so planned as to cover:

1. Those words ending in a single consonant preceded by a single vowel, i.e., run, sit, swim, etc.; in such words the final letter must be repeated before adding "ing."

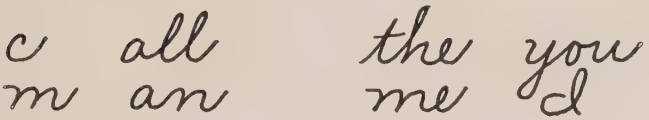
2. Words whose final letter is silent "e" preceded by a single consonant, as hope, plane, note, write, etc.; in such words the final "e" is omitted before adding "ing."

3. Words involving pairs of vowels or consonants; example: wa*lk*, m*ea*n, pl*ay*, m*ee*t, sear*ch*, etc. In this list no alteration in spelling occurs when "ing" is added.

PART I

Drill Lessons

LESSON 1



Tests for Recognition

Theme I

I can call you.
You can call me.
The man can call me.
I can call the man.
You can call the man.
The man can call you.

Theme II

The man can call me.
You can call the man.
I can call the man.
I can call you.
The man can call you.

Grammatical

Present

Singular	*Plural*
I call	We call
You call	You call
He calls	They call

Review

c d
m you
an me
all the

New Material

h hear
d see
t meet
r with
s run

Tests for Recognition

Theme I

I can see Dan.
Can you?
Dan calls to you and me.
"Meet me," Dan calls.
Can you hear the call?

Theme II

I hear a call.
I see Dan with a tall man.
Dan calls to me.
Dan calls, "Can you meet me?"
You and I run to meet Dan and the tall man.

Theme III

I see a man.
The man sees Dan and me.
Dan and I call the man.
The man hears Dan and me.
The man meets Dan and me.

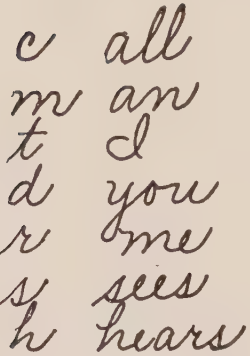
Grammatical

Singular		*Plural*	
Present	*Past*	*Present*	*Past*
I hear	I heard	We hear	We heard
You hear	You heard	You hear	You heard
He hears	They heard	They hear	They heard
I see	I saw	We see	We saw
You see	You saw	You see	You saw
He sees	He saw	They see	They saw
I meet	I met	We meet	We met
You meet	You met	You meet	You met
He meets	He met	They meet	They met

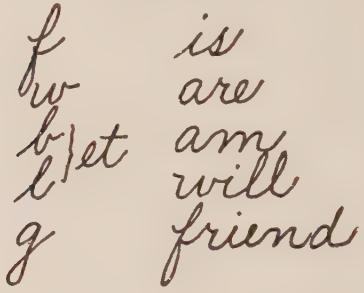
Quotation Marks

I call, "Come here."
You call, "Come here."
Dan calls, "Come here."

Review



New Material



Tests for Recognition

Theme I

Dan is a tall man.
Dan ran to meet me.
He and I are friends.
I am your friend.
You can be my friend.

Theme II

The tall boy has a ball in his hand.
The man calls to him.
The boy lets the ball fall.
The boys will get the ball.
The boys are the tall boy's friends.
I am the boys' (boy's) friend.

Review Themes

Theme III

The boy calls to me.
I hear him call.

We met in the hall.
He is tall.
His name is Dan.
Dan meets Roy each week.
I saw them swim last week.

Theme IV

I hear someone call.
I look to see who it is.
It is Roy. Roy is calling Dan.
Dan hears him. He goes to meet him.
Roy lives near a small lake.
They decide to go for a swim.
The water is fine. They swim a race.
They are late for dinner.

Grammatical

Present Tense

Singular	*Plural*
I am a friend.	We are friends.
You are a friend.	You are friends.
He is a friend.	They are friends.

Past Tense

Singular	*Plural*
I was a friend.	We were friends.
You were a friend.	You were friends.
He was a friend.	They were friends.

Possessives

Singular	*Plural*
friend's	friends'
boy's	boys'

Review	New Material		
Material used in previous lessons combine with new —at, it, et, families.	*a*	*at*	*dress*
	e	*et*	*hurt*
	i	*it*	*burn*
	o	*ot*	*carefully*
	u	*ut*	*doctor*

Tests for Recognition

AVOID ACCIDENTS

Theme I

The tall man is hurt.
He calls for a doctor.
The man has burned his hand.
He fell on a hot pipe.
He is in pain. He cannot keep still.
The doctor will come soon.
He will dress the burn.
The doctor will tell the man that he must be careful.

Theme II

Dan, will you call the doctor?
The tall man is in the hut.
He needs the doctor.
The man is on the cot.
He was badly burned on a hot pipe.
The doctor will dress the burn carefully.
If the man is careful, he will soon be well.

Theme III

It is a pity that this man cannot work.
He sits on a mat by the door of his hut all day.
His tool kit is near him.
It fits on his back, but he has no strength to lift it.
A car once hit him as he crossed the track.
He has not been able to lift anything since.
A man must be careful when he crosses car tracks.

Grammatical

Review present and past tense of "be" with "careful."

Future Tense

Singular	*Plural*
I shall be careful.	We shall be careful.
You will be careful.	You will be careful.
He will be careful.	They will be careful.

Call attention to terminal punctuation in statements and questions in lessons.

Adverbs

Most "ly" words answer the question "how" about the verb:

badly burned carefully dressed

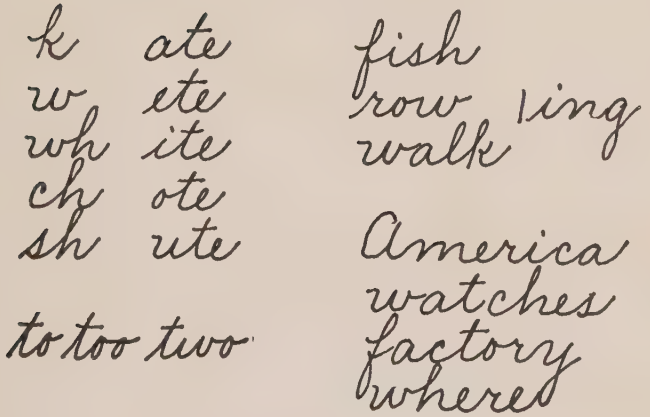
LESSON 5

(May be taught in four units)

Review

Vowel material already taught.

New Material



Theme I

DAN AND HIS FRIENDS

Dan and Roy like to fish.
It is late and the fish will not bite.
They go for a net.
Dan rows into the deep water and lets out the net.
Roy and the tall man with him pull the ropes.
The water is cold and they hate to get into it.
I see two kinds of fish in the net. I see white-fish and catfish.

Theme II

Dan and Sam are good friends. They came to America on the same boat.

Dan is a Dane. Sam is a lame man and has to walk with a cane. They can both do fine work. They work at the same place. They work in a factory where watches are made for us to use. After work they ride home on the street car together. On Sunday they sometimes go for a trip on the lake or to a park.

Theme III

Have you ever been to a lawn party? I went to a party last night.

I went with Kate. I met her at the gate. We were late, but not too late. At any rate we were there before they ate. Kate had a hat on, but I did not. We met a fat man at the party. His name was Dan. He bet with Kate that she could not swim a mile. Kate bet that she could. They made a date to decide it.

Theme IV

often	tomorrow
every	yesterday

Dan works every day. He called for his mate Tom on the way to the factory. They were late for work today. The foreman was at the gate when they came. "You were late yesterday," he said

to Tom. "If you are wise you will be on time tomorrow." A man must not be late for work often. If he is, he cannot hope to hold his job.

Grammatical

Singular	*Plural*
I am wise.	We are wise.
You are wise.	You are wise.
He is wise.	They are wise.
I am not late.	We are not late.
You are not late.	You are not late.
He is not late.	They are not late.

Drill on past, present, and future tense of:

row, fish, walk, come, ride, work, etc.

Stress irregular verbs in drill. Regular forms need only be introduced by a single drill which classes them as regular.

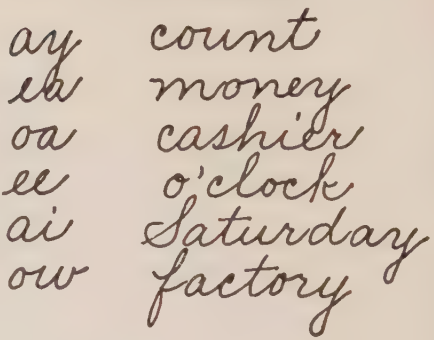
Nouns

Common	*Proper*
man	Dan
boy	Roy
country	Italy
day	Saturday
cashier	John Spencer

Review

Sounds of consonants. Recall usual effects of final "e" following a single consonant preceded by a single vowel.

New Material



Theme I

PAY DAY

Saturday is pay day.
At five o'clock the men leave their work.
They clean up with soap and water.
They put on their coats and hats.
They form a line near the pay window.
The men read the daily papers while they wait.
The pay window opens.
The cashier is standing behind the window.
He pays the men as they file by.
The money is in an envelope.
They count the money.
When they are paid the men go home.
They put away money in the bank every pay day.

NOTE. All factories do not use the same system in paying their men.

(Conversation.)

Theme II

THE DAILY PAPER

The daily papers are useful to the people.

They tell them the news of the day.

We can read about events almost as soon as they happen.

The papers are very cheap.

They cost only two or three cents.

Men often read them on their way to and from work.

A good newspaper is like a school.

It educates its readers.

It instructs them on public questions.

The government uses them to tell the people about new laws.

The advertisements tell what the stores have for sale.

There are also want ads.

These are put into the paper by individuals.

They deal with houses for rent, for sale or lease, help wanted, etc.

Most of the cost of the printing of a paper is borne by the advertisements.

On the editorial page we find discussions of important problems of the day. These help to form the opinions of the people.

Newspapers aim to tell the whole truth about any

matter. If they did not do this, faulty opinions would be formed by the people who read them.

It is important that one read only the *best* papers.

Grammatical

Nouns

Singular	*Plural*	*Singular*	*Plural*
coat	coats	advertisement	advertisements
hat	hats	individual	individuals
paper	papers	discussion	discussions
cent	cents	problem	problems
law	laws	event	events

Irregular Forms

man	men	woman	women

Nouns Ending in Y Preceded by Consonant

baby	babies	factory	factories
lady	ladies	story	stories

Nouns Ending in F and FE

shelf	shelves	knife	knives
half	halves	wife	wives

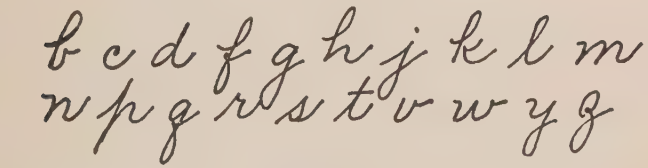
LESSON 7

Review Unit I

UNITED STATES OF AMERICA

U. S. A.

I am learning to read.
I am learning the sounds of the consonants.
We are trying hard to learn.
I will soon know how to read and write well.
I can tell the sounds for



I will tell them. They are (give sounds).
My name is _____.
I can soon read newspapers.
The United States of America needs men who can read.

Lesson 8

Review

c	t	r	l	b	f	p	k	v
m	d	s	g	n	h	j	q	

New Material

a	at	mat	mate
e	et	met	mete
i	it	bit	bite
o	ot	not	note
u	ut	cut	cute

The letters *a*, *e*, *i*, *o*, *u* are called vowels.

The name of the vowel is one of its sounds.

When *a*, *e*, *i*, *o* and *u* are sounded like their names, the sounds are called long.

The sound of "a" in "at" is called its short sound.

The sound of "e" in "net" is called its short sound.

The sound of "i" in "it" is called its short sound.

The sound of "o" in "not" is called its short sound.

The sound of "u" in "cut" is called its short sound.

When "a" is used as in "ate," it has the long sound. The letter "e" is added to "at" to show this. In mate, mete, bite, note, and cute, the vowel has the long sound. The final "e" shows us this.

W

Walter went Wednesday
wanted where walked
worked win weeks
were writes will

GOING TO SCHOOL

Walter wanted to learn to read English.

He worked all day but his evenings were free.

He went to the library and asked where there was an evening school.

The librarian told him to go to the high school near by where there were classes on Monday, Tuesday and Wednesday nights.

He walked over to the high school on Wednesday evening.

He went to every class for several weeks and now writes very well.

MOTTO: Work and win.

Lesson 10

WH

what which
when why
where

Questions

What is your name?
Where do you live?
When and where were you born?
Which country do you like best to live in?
Why do you like that country best?

Note. The "wh" material proves valuable as a writing exercise.

Note: Continue drill with verb forms.

Lesson 11

Oral Enunciation

CH

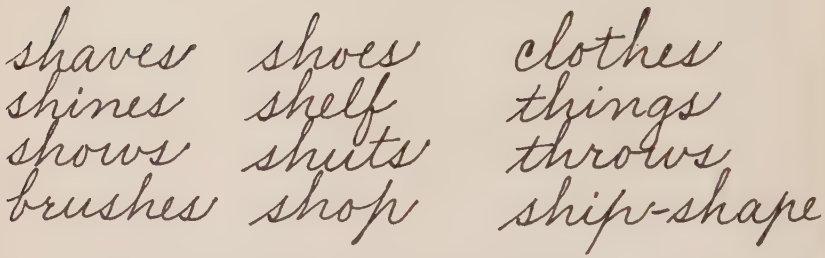
Charles bench bunch
chair chisel cherries
chum lunch peach

IN THE WORK SHOP

Charles, bring your chair to the bench.
Put away your chisel.
It is noon and we will have lunch.
Your chum may eat with us.
Would you like a peach for lunch?
No, I would like a bunch of cherries.

NOTE: Continue drill with verb forms.

SH *TH*

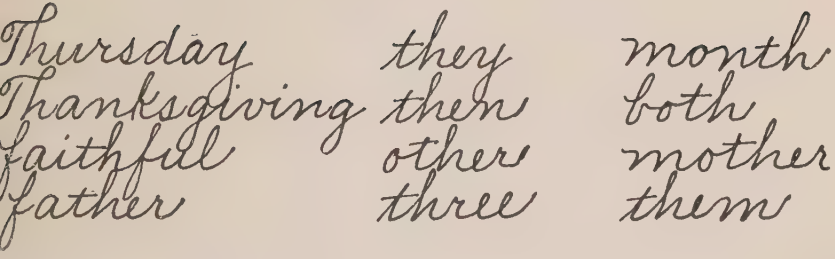


THE WELL-GROOMED MAN

The well-groomed man shaves in the morning.
He shines his shoes.
He brushes his clothes.
He throws wider open the windows of his room.
He throws back the covering of his bed.
He puts his books on a shelf.
He shuts the door of his clothes closet.
He looks to see that things are ship-shape and then he goes to his work at the shop.

NOTE: Continue drill with verb forms.

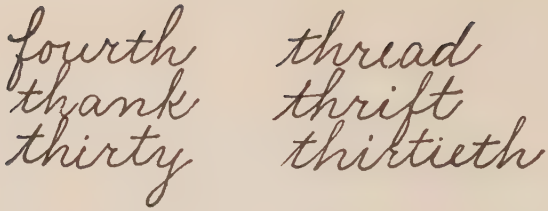
TH



Theme I

THANKSGIVING DAY

Thanksgiving Day is a legal holiday.
It comes on the last Thursday in November.
This year it will be on the twenty-fifth of the month.
Will your father and mother be with you?
Do you think they would like to have dinner with us?
Ask them to come with you.
Three other faithful friends are coming.
Goodbye then, until Thanksgiving.



Theme II

THE ERRANDS

Tom, will you please do these errands for me?

Take this Fourth Liberty Loan coupon and cash it.

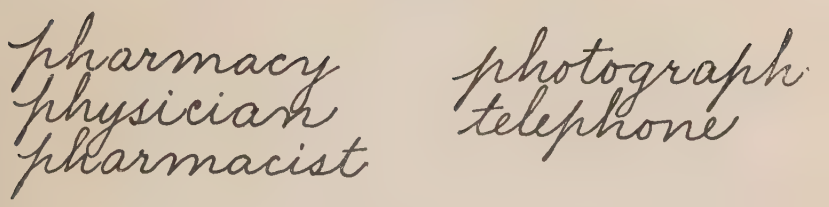
Buy three thrift stamps. One is for mother, one is for father, and the other one is for you.

Stop at the store and get three spools of white thread number thirty.

I think that is all. Thank you.

NOTE: Continue drill with verb forms.

PH



Theme I

THE DRUG STORE (Pharmacy)

That store is a pharmacy.

In it they sell drugs.

Only trained pharmacists are allowed to sell drugs.

Physicians send there to buy medicines for patients.

In the windows they sometimes have pictures and photographs as advertisements of their medicines.

In the front of the store there is generally a public telephone.

A pharmacy may be found in almost every block of a downtown district.

Theme II

A DAY IN THE PARK

Mary and Rudolph were listening to the phonograph on Saturday morning.

Their father telephoned them to meet him and they would go to Belle Isle.

They rode on the ferryboat to the Island.

As they walked toward the animal park, they saw a little gopher run into his hole.

The phlox and other flowers along the canals were very pretty.

Rudolph took a photograph of them with his camera.

At the bird park they saw golden pheasants, birds of paradise, and many other beautiful fowls.

Lesson 15

Silent K

knit
know
knot

knew
socks
knees

KNITTING

Nan likes to knit.

She is knitting a sweater for herself.

She did not know how to knit before the war.

Her grandmother taught her how to knit.

Grandmother knew how to knit when she was a little girl.

Nan knitted socks for Dan and Roy.

The socks were long and covered the knees and the yarn had no knots in it.

Silent GH

THE FOREST AT NIGHT

It was a clear night.

The moon was shining brightly through the branches of the trees.

The woods were as light as day.

I thought that I heard a slight sound in the tree whose boughs swung above us.

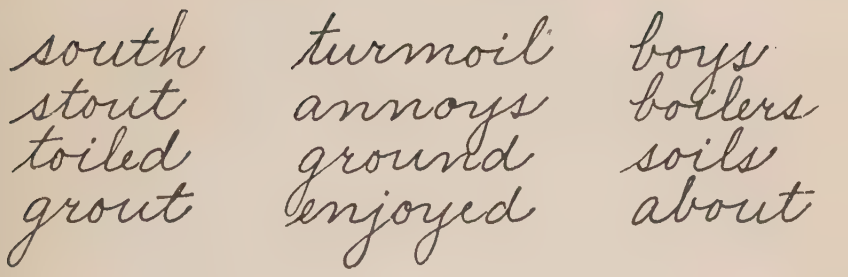
In another tree on our right was a little bird.

It was a nightingale. It was singing, but it took flight when it heard a slight sound.

There is no bird song more beautiful than that of the nightingale.

It sings best on moonlight nights.

OI OY OU



PAVING

The city is having Forest Avenue paved. This street is two blocks south of Warren Avenue.

The ground is very hard and dry. Stout men toiled many days taking away loads of dirt dug out by the steam shovel.

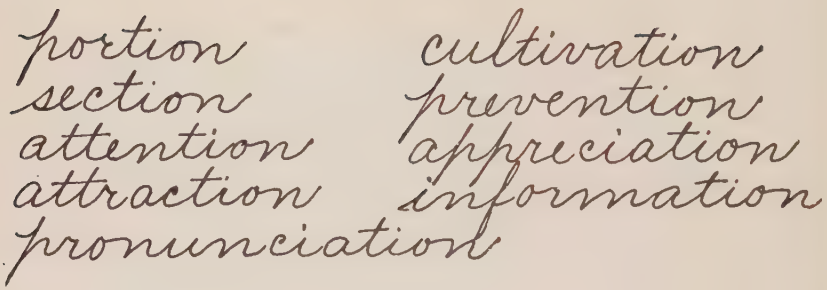
Then they brought loads of sand and crushed stone to make grout. The boys and girls of the neighborhood enjoyed playing in the sand piles.

The machines mixing the grout make a great turmoil all day. It annoys the people living near by.

The top dressing is heated in big boilers. The sooty smoke from these boilers soils the clean clothes hanging on the clothes lines.

The paving gang will be working about two weeks longer. We can enjoy the new, clean street when the paving is finished.

TI CI



Theme I

THE READING HABIT

A portion of time should be given daily to reading. If more attention were given to the cultivation of the reading habit, there would be a steady growth in appreciation of the valuable information one may gain by such daily reading. Even though some portion of what one reads is of little value you can find things mentioned in the papers that will actually save one money.

In the special sale section of the papers that you may read, one may sometimes find money-saving sales, but no one should buy what he does not need because it seems cheap.

The health department often publishes information about the prevention of diseases.

There is also the general news section. This is a

great attraction to those who wish to have a large fund of general information.

It pays to cultivate the reading habit. It also helps in the pronunciation of new words if one sometimes reads aloud.

Grammatical

The verb "were" in statements contrary to fact:

It would be well, if more attention *were* given to reading.

If I *were* you, I would not go.

If John *were* here, he would explain.

UN—Meaning *Not*

unknown unreasonable
unusual unexpected

Theme I

THE AUTOMOBILE

The automobile was unknown a few years ago.

It was unusual to see one even in our cities.

People thought it unreasonable that a carriage could go without a horse to pull it.

The unexpected has happened, and now a horse and carriage is as unusual a sight as an automobile was a few years ago.

until unequal
unjust understand

Theme II

No one can understand America until he understands its language.

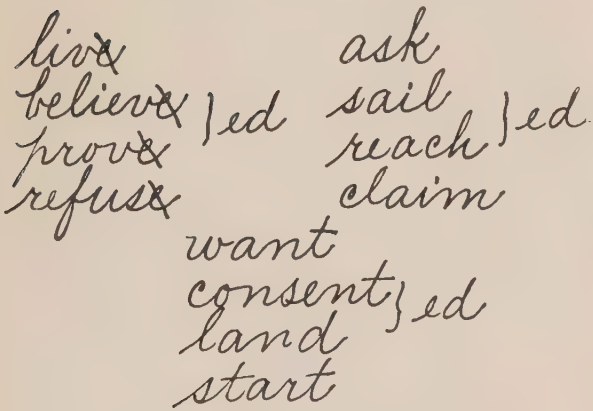
The duties and rights of American citizens are not unequal.

One may feel strange in the unusual surroundings but the good people of America will not be unjust to him.

Lesson 20

(See Instructions to Teachers)

ED



Theme I

Columbus lived in Italy.

He believed that the earth was round.

He wanted to prove it.

He asked the King of Italy for ships but the King refused to give them to him.

Later the King of Spain consented to give him three ships. Columbus then started on his voyage.

He and his crew sailed west on the Atlantic ocean.

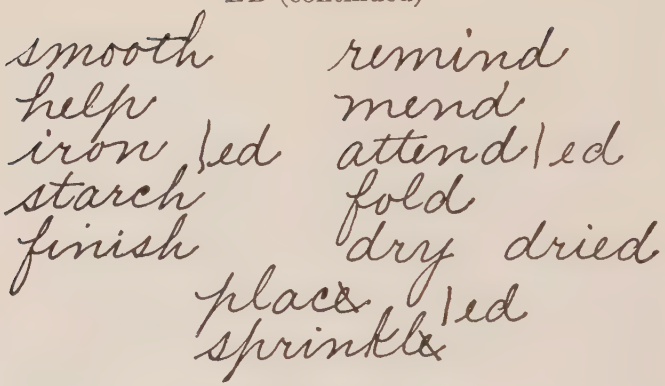
After they had sailed for a long time they reached shore.

They landed and claimed the land for Spain.

This land that they first discovered proved to be an island.

Note: Regular verbs form their past tense by adding "ed."

ED (continued)



Theme II

THE HELPFUL DAUGHTER

Tuesday afternoon Grace helped her mother to iron the clothes.

Mother had sprinkled them and put them into the clothes basket.

Grace smoothed and folded the bath towels and placed them in the drawer without ironing.

She ironed the flat work, such as hand towels, napkins, table-cloths, sheets and pillow cases. She folded them neatly and when they were thoroughly dried, she put them away in the linen closet.

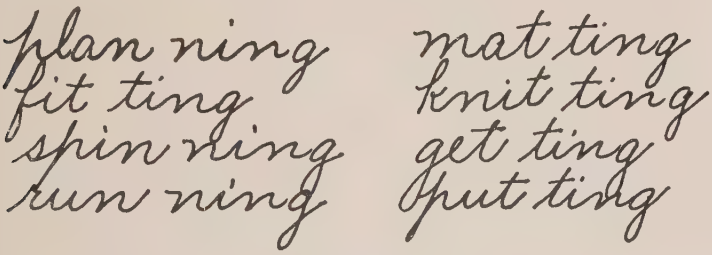
Grace wanted to iron the starched clothes, but her mother reminded her that her blue dress should be mended. So Grace attended to her sewing and when she had finished, she found that her mother had finished the ironing.

Lesson 22

ING

Doubling Final Consonant

Words ending in a single consonant preceded by a single vowel.



Theme I

OUR PICNIC

For some time we have been planning a picnic that would be fitting for the children and the older folk alike.

We planned to go in cars.

Soon we were spinning through the country near the lake.

The children were happy when they saw the water, for they wanted to go swimming.

It was not long before they had on their suits and were running up and down the beach.

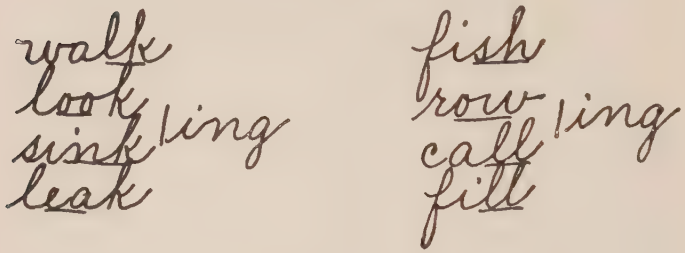
Father spread some matting on the ground for Grandmother to sit upon as she watched the children and did her knitting. While Mother was getting the lunch ready I was putting up the hammock

so that we would not have to be sitting on the ground.

When all was done we rested and had a quiet, pleasant time.

LESSON 23

ING (continued)



Theme II

ALONG THE RIVER

One day while walking near the river I heard someone calling, "Help! help!"

Looking out on the river I saw a man in a boat that seemed to be sinking. It was leaking and filling with water.

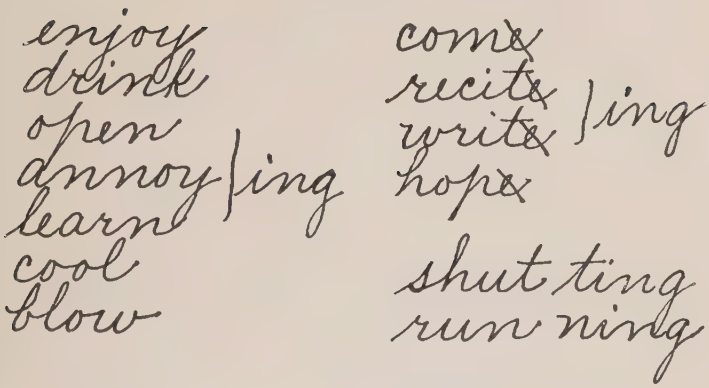
The man in the boat knew nothing about swimming, and was in great danger.

Some men fishing near by heard his call and were rowing to him as fast as they could.

Just as the man's boat was sinking they reached him and pulled him into their boat.

He was very wet, but unhurt. The boat was lost.

ING (continued)



Theme III

NIGHT SCHOOL

I am enjoying the night school tonight.

We can hear the water running in the drinking fountain.

The noise of the opening and shutting of the door is sometimes annoying.

Some of us are looking at the blackboard.

We are learning and reciting a new lesson.

Others are writing the review lesson.

A cooling breeze is blowing through the windows.

A DAY OF RACES

I have three friends, John, Henry, and Roy.

John is tall, and Henry is taller, but Roy is the tallest of the three.

One day we raced in swimming. I was slow, but Roy was slower than I, while John was slowest of us all.

Then we ran a race. John said, "You can beat me in the water but I can outrun you." We set two goals and started.

Henry did not wish to race, so he counted for us to start. He counted slowly, "One! Two! Three!" and we were off.

I had thought that I could run fast, but Roy was faster than I, and sure enough John ran the fastest of the three. We were tired then and decided to go home for dinner.

Grammatical

Adjectives—Comparison

tall	taller	tallest
slow	slower	slowest
fast	faster	fastest

PART II

BE HAPPY

Work and smile
All the while,
Give no thought to sorrow.
Smiles and sunshine are today
Why fear clouds tomorrow?

THRIFT

OWNING A HOME

Every man should live in his own home. Any man who saves his money can own a home. Paying for a home helps him to save his money.

A home owner takes pride in the appearance of his home. He keeps it painted and in good repair. He keeps the yard looking neat. A nice, green, well-kept lawn helps to make the house seem more attractive. If a man does not keep things in good order, the home will not look its best.

Many homes are rented by tenants who do not care much about the appearance of these homes.

They do not cut the grass nor care for the yards. Such people are not thrifty and they do not save money nor do they know the enjoyment of owning an attractive home.

Owning a home makes the family a part of the community. It gives them an interest in helping to make the whole neighborhood better and more attractive.

The owner of a home is a taxpayer and taxpayers are the best citizens. The man who owns a home is sure to love his country the better for it.

Building and loan associations make it easy for men to buy homes.

MOTTO: "Whether of lumber, brick, or stone,
'Tis a sweeter home, if you own your own."

CONVERSATION

THE HOME

1. Where may a home be?
   (*a*) Room
   (*b*) Apartment
   (*c*) Flat
   (*d*) House
2. Which is the best of these?
   House

3. What people live in a home?

(*a*) Husband	(*a*) Father
(*b*) Wife	(*b*) Mother
(*c*) Children	(*c*) Son
	(*d*) Daughter

4. How may one obtain a home?
   - (*a*) Planning
   - (*b*) Working
   - (*c*) Saving
5. When may they have a home?
   When prepared.
6. When should they plan a home?
   In early life.
7. Where should the home be built?
   - (*a*) Near work.
   - (*b*) In a clean place.
   - (*c*) On high ground.
   - (*d*) In a good neighborhood.
8. How large a lot should one buy?
   - (*a*) Yard
   - (*b*) Lawn
   - (*c*) Garden

Grammatical

Nouns

Gender

Masculine—	Husband	Father	Son
Feminine —	Wife	Mother	Daughter
Neuter —	House	Garden	Lawn

A GARDEN

One of the pleasing things about owning a home is having a garden. Fresh vegetables and small fruits are much nicer from one's own garden than from the market. They are also much cheaper.

Work in a garden is good exercise. A short time each day spent in making and caring for one will soon bring pleasant returns for one's labor.

A man usually spades up the ground for a small garden. Then he must level it with a hoe and rake. It is then ready for planting the seeds. The weeds must be kept out and the ground kept mellow to

allow the plants to grow. When it is dry, the plants must be watered.

Some vegetables, such as lettuce and radishes, grow very quickly. They can be used in a few weeks after planting the seeds. Later in the summer others, such as peas, beans, beets, cabbages, etc., will be ready for use.

A tidy backyard having in it a well-cared-for garden shows that a thrifty, happy citizen lives in that home.

Conversation

SMALL HOUSES FOR HOMES

1. Kinds:
   - (*a*) Bungalow
   - (*b*) Semi-bungalow
   - (*c*) Two-story House

2. Floors:
   - (*a*) Bungalow:
     1. Basement
     2. Ground Floor
   - (*b*) Semi-bungalow:
     1. Basement
     2. Ground Floor
     3. Second Floor

(*c*) Two-story House:

1. Basement:
2. Ground Floor
3. Second Floor
4. Attic

3. Rooms:

(*a*) Bungalow:

1. Basement:

(*a*) Furnace Room
(*b*) Coal Bin
(*c*) Fruit and Vegetable Room

2. Ground Floor:

(*a*) Living Room
(*b*) Dining Room
(*c*) Kitchen
(*d*) Bath Room
(*e*) Bedrooms

(*b*) Semi-bungalow:

1. Basement: same as bungalow.
2. Ground Floor:

(*a*) Living Room
(*b*) Dining Room
(*c*) Kitchen
(*d*) Coat Closet
(*e*) Sun Parlor or Den

3. Second Floor:
   - (*a*) Bedrooms
   - (*b*) Sewing Room
   - (*c*) Bath Room

(*c*) Two-story House:
   - (*a*) Basement
   - (*b*) Ground Floor
   - (*c*) Second Floor

   } Same as semi-bungalow.

   - (*d*) Attic: next to roof.

Grammatical

Adjectives

Comparison:	small	large	comfortable
	smaller	larger	more comfortable
	smallest	largest	most comfortable

FURNITURE

Houses may be large or small, but whatever their size, the furniture chosen should be suitable. Large rooms are easier to furnish than smaller ones.

Plain furniture is always beautiful and in good taste. It should be of good material and all the furniture in a room should harmonize. If upholstery is desired, leather is both durable and sanitary.

Draperies for the windows should be restful and of material and tint suitable to the room where they are to be used.

Every well-furnished room should have a picture or two. Good copies of the old masters may be had at a reasonable price and a picture well chosen adds to the home atmosphere of a room.

Homes reflect the lives of the family which make the home and should show clean beautiful lives. The strength of the home influence safeguards every member of the family.

Conversation

FURNITURE

1. What furniture may there be in a home?

(*a*) Living Room:

- Chairs { rocking / easy
- Curtains
- Rug
- Table
- Pictures
- Lamp
- Piano { piano stool / music cabinet
- Victrola
- Davenport

(*b*) Dining Room:

Rug
Curtains
Dining Table
Dining Chairs
Buffet
China Closet

(*c*) Kitchen:

Stove { electric / gas / coal }
Curtains
Table
Cupboards
Sink and draining board
Ironing board
Chair
Step ladder

(*d*) Bedrooms:

Rugs
Curtains
Bed
Dresser
Chiffonier
Chair
Pictures

(*e*) Bath Room:

Stationary Fixtures { tub, bowl, stool

Shower, side spray
Mat
Curtains
Soap Holder
Towel rack, etc.

Grammatical

Adjective	*Adverb*	*Noun*
clean	cleanly	cleanliness
bright	brightly	brightness
near	nearly	nearness
sweet	sweetly	sweetness

VENTILATION

Every one wants to be well and healthy. Nature intends us to be well all the time, but there are certain health laws that we must obey. We need plenty of pure air, good food, sensible clothing, recreation, frequent baths, and regular hours of sleep.

The air we inhale contains oxygen which purifies the blood. The air we exhale contains poisons from the body. This makes it necessary to have our rooms well ventilated, night and day, but we should avoid a direct draft.

Our sleeping rooms should be cool, with one or more windows open at all seasons of the year. If people kept the air in their bedrooms fresh and pure, they would have fewer colds and less sickness of many kinds.

Motto: "Health is wealth."

FOOD

Food is the fuel for our bodies. It is consumed in the body like coal in an engine. It provides us with warmth and strength.

Our food should be pure and wholesome. Food that is not clean and fresh may contain poisons that will cause illness.

Some foods require cooking to make them more easily digested and more pleasant to the taste. Certain processes of preparation are necessary to free the nourishing elements in the foods. Care should be taken to prepare the various foods so that they are wholesome.

Cook books and cooking classes will teach us how to prepare our food so that we may enjoy it and derive the greatest benefit from it.

EATING

A working man should eat three meals a day. He needs the kind of food that builds muscle if he is a laborer.

Men are often obliged to eat at restaurants if they have no homes. A man may order bacon and eggs, toast and coffee, or sometimes cakes and coffee for his breakfast. Most men do not dislike to eat at a restaurant if it is neat and clean and the food is well cooked.

A man usually eats meat, potatoes, bread and butter, a vegetable, milk, and some fruit for dinner.

He often carries his lunch if he works in a factory. Some factories sell hot soup or coffee to the workmen at cost.

Men who carry their lunch usually eat dinner at night. After work they hurry home because they look forward to the rest, study, or entertainment that is to follow the evening meal.

THE TEETH

Every grown person should have thirty-two teeth. The teeth are used to crush and cut the food into tiny bits. If the teeth do not do their work, the food is swallowed whole.

Good teeth are white and shiny. The outer layer is a hard, white enamel. In the center is a cavity filled with blood vessels and tiny nerves. If the enamel is not broken or cracked, the teeth do not decay. Bits of decaying food between the teeth start decay of the teeth themselves.

We should take good care of our teeth. Every person should have a medium stiff bristle tooth-brush, and the teeth should be carefully brushed after each meal. Have a dentist clean your teeth and examine them once every year. If a tooth begins to decay have a dentist fill it at once. Bad teeth cause much sickness. Teeth properly cared for never ache.

Motto: "No man's health is better than his teeth."

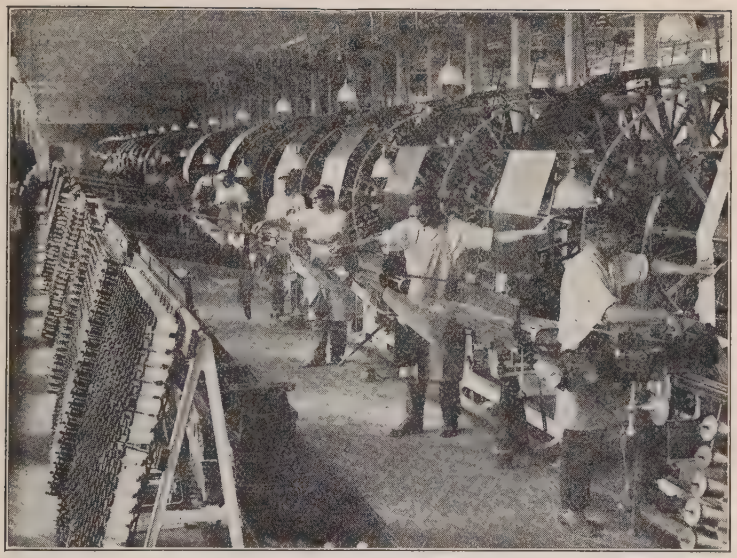
DIGESTION

Meals should be eaten at regular hours each day. We should not hurry while eating, because the food must be chewed thoroughly. A noted doctor tells us that each mouthful should be chewed thirty times.

Saliva is a secretion in the mouth that digests starches. While we masticate, saliva flows into the mouth. The saliva mixes with the food and starts digestion. If too little saliva is mixed with the food the stomach must do the extra work.

We may drink while eating, but we should not wash our food down with fluids.

The circulation needed for digestion is interfered with by excitement, irritation, or overfatigue. A cheerful conversation is an aid to healthy digestion.



CLOTHING

Clothing helps to regulate the temperature of the body. A careful selection in clothing is an important thing if one is to keep well.

All clothing made from animal fiber, such as woolens, silks, furs, feathers, etc., is valuable in maintaining an even body temperature. Sudden changes from a warm to a cold atmosphere are felt less when wearing clothing made from these materials.

Cotton and linen clothing and all fabrics made from vegetable fiber are easily permeated by heat

and cold, and should be worn only when no great change in temperature is liable to occur.

When a person works where the temperature does not fall very low, his clothing should be medium in weight. His outer garments should vary in weight to suit the season. They should be of proper weight and material to protect him when he is out of doors.

Wearing damp clothing is almost certain to cause one to take cold. A person, when he gets wet, should change to dry clothing as soon as it is possible.

People can avoid colds and many disagreeable minor ailments if they understand how to dress wisely.

RECREATION

Among the people who work every day, little time is given to play. We *must* work, we *must* eat, and we *must* sleep, but we sometimes think that we can get along without recreation. Steady work of one kind tires both body and mind. Sometimes a change in work gives rest. Caring for a garden may be a recreation for a brain worker. Reading may be a recreation for a laborer.

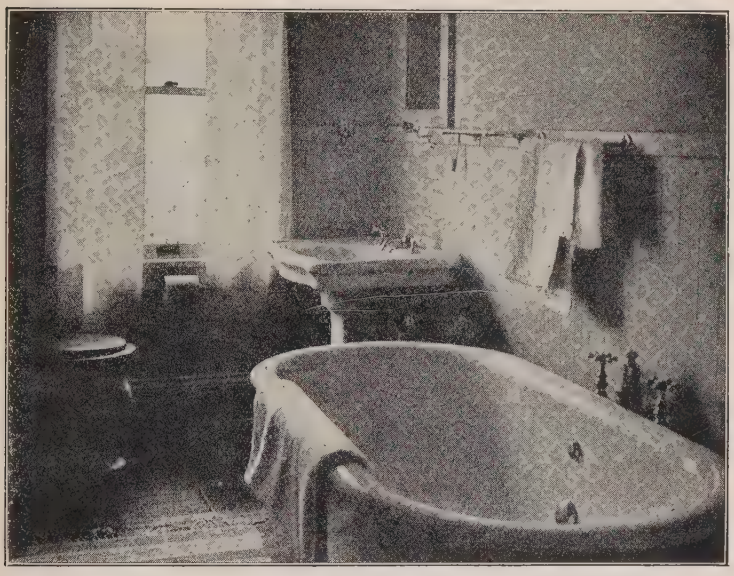
A man owes some of his time to his family—children love to play with their parents—the hap-

piest memories are built around these play days together, and the father and mother take up their labor with renewed strength. The children work better at school and in the home because of these play times.

Some recreation should be taken outside of the home; good shows, the park, picnics, trolley rides, and such activities afford clean, healthful rest, and play periods. Learning to swim is good sport and is safer when father and mother are there too.

No family is at its best without recreation.

Motto: "All work and no play makes Jack a dull boy."



BATHING

The body has several ways of getting rid of wastes and poisons. Tissue is always being used up by exercise and the waste must be carried away. A very important way the body has of eliminating waste is through the skin.

The skin has thousands of little pores opening on to its surface. Much poison from the body is carried out in perspiration through the pores of the skin. When the pores become clogged, the poisons cannot escape. Bathing keeps the pores of the skin open. We must bathe the body frequently.

Different people have different bathing habits. Some people bathe in the morning, others bathe in the evening. Some people use hot baths; others bathe in tepid or cold water.

Every person should take a hot bath at least twice a week if he desires to be clean. A daily cold plunge keeps one feeling fresh, but it requires a hot bath to really cleanse the skin. A hot bath may be followed by a cold shower.

Some people cannot take cold plunges. A person who has a weak heart or who is not strong physically should be guided by his own reaction to the cold bath. If he comes out feeling fresh and strong, then the cold bath is good for him.

A few rules to keep in mind are:

1. Do not bathe soon after a meal.
2. Do not bathe when overheated.
3. Do not take a cold plunge when overtired.
4. Do not take a hot bath in the morning.
5. Bathe often.

Motto: "Cleanliness is next to godliness."

What things are necessary to keep one in good health?

I. Air:

- (*a*) Purity
- (*b*) Temperature
- (*c*) Humidity

II. Food:

- (*a*) Vegetables
- (*b*) Cereals
- (*c*) Meat
- (*d*) Fruit
- (*e*) Preparation
- (*f*) How served
- (*g*) Mastication, etc.

III. Clothing:

- (*a*) Woolen
- (*b*) Silk
- (*c*) Fur
- (*d*) Cotton
- (*e*) Linen
- (*f*) Leather
- (*g*) Weight, etc.

IV. Recreation:

(*a*) Physical
- Change of work
- Walking
- Riding
- Swimming
- Gymnasium
- Games, etc.

(*b*) Mental
- Reading
- Music
- Concerts
- Lectures
- Plays { Drama / Moving pictures

V. Baths:

(*a*) Hot
(*b*) Cold
(*c*) Shower
(*d*) Frequency
(*e*) Time

VI. Sleep:

(*a*) Regularity
(*b*) Number of hours
1. Children
2. Adult

VII. Sanitation:

(*a*) Cleanliness { house, yard, alley }

(*b*) Garbage

(*c*) Cesspools

(*d*) Flies

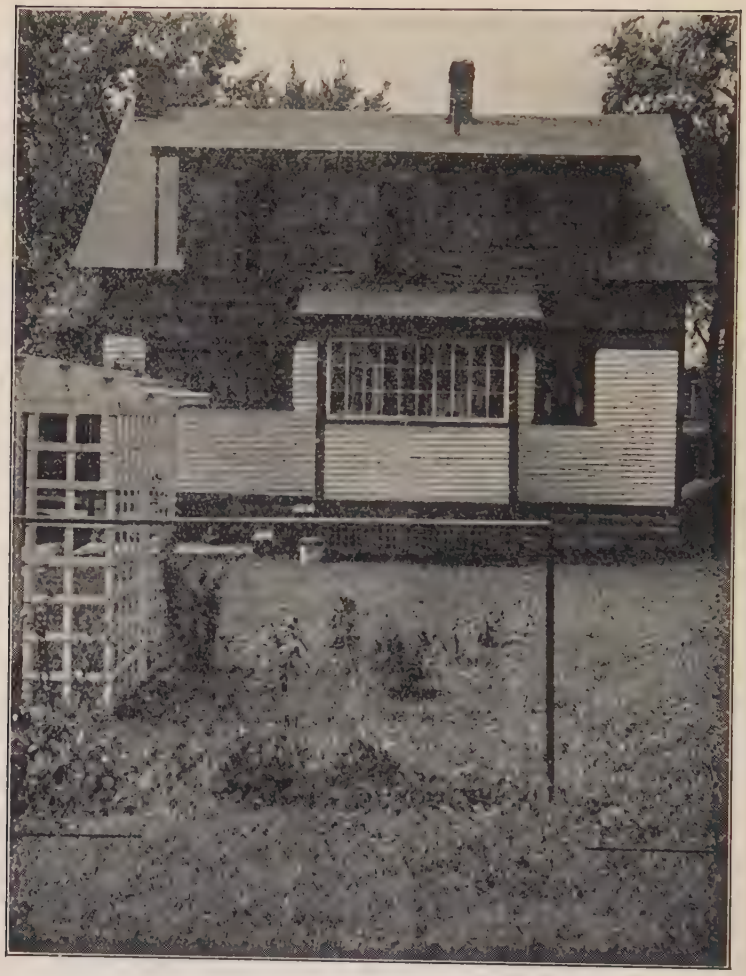
(*e*) Disinfectants { pure air, sunshine, chloride of lime, etc. }

VIII. What can I do to help others keep well?

(*a*) Keep myself well by observing health laws

(*b*) Prevent spread of disease

(*c*) Help to develop a healthful city



SANITATION

Nearly all sickness is caused by disease germs. These germs live and multiply under certain conditions. By avoiding the conditions in which they live we can often avoid disease.

There are no better natural disinfectants than bright sunshine and fresh air. In cases where there are extreme conditions that help disease germs to grow, active disinfectants are needed. Open cesspools should be disinfected with chloride of lime. Garbage cans should be kept tightly closed so that flies may not carry disease germs from them to the milk bottle on the back steps.

Conditions inside the house may be helped by the use of electric cleaners, which take up dirt without scattering dust, by letting in sunshine in the daytime, and by open windows in sleeping-rooms at night.

If people would work as hard to prevent disease as they do to cure it, they would find themselves much healthier and much happier.

Motto: "An ounce of prevention is worth a pound of cure."

HOUSE CONVENIENCES

1. Where do people get water?
   - (*a*) Water works—piped to houses.
   - (*b*) Wells—pumped.

Which is safest? Why?
Which is best? Why?
Which is cheapest? Why?

2. How do people heat homes?
   - (*a*) Furnace
   - (*b*) Stoves
     - Heating Stove
     - Cook Stove
       - gas
       - coal
       - wood

Which is best? Why?
Which is cheapest? Why?

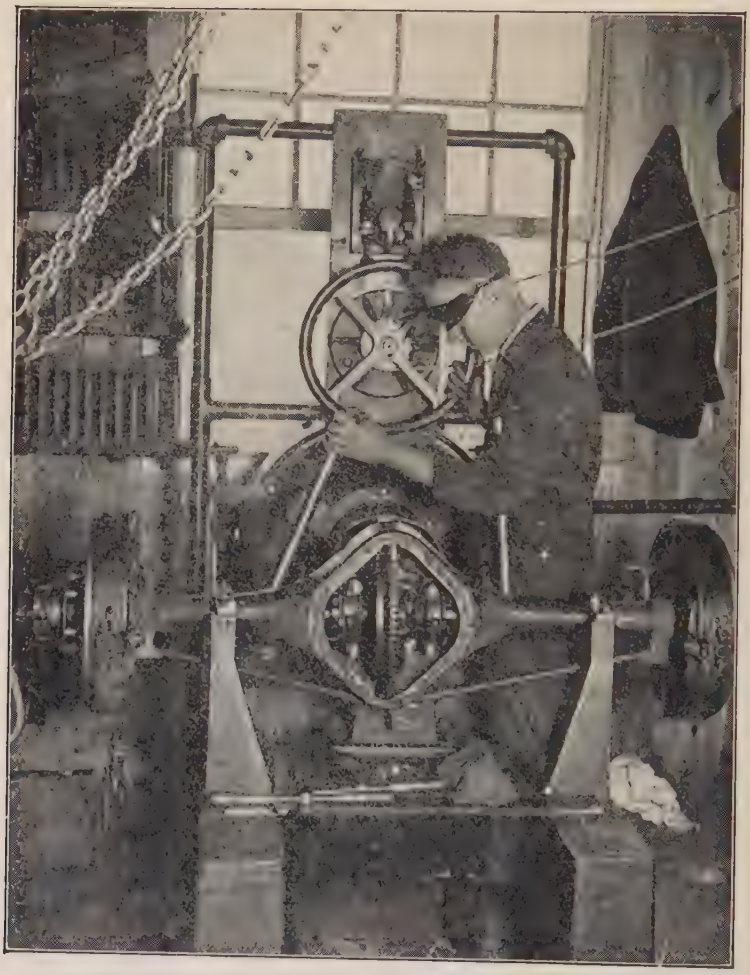
3. How do people light their homes?
   - (*a*) Electricity
   - (*b*) Gas
   - (*c*) Kerosene lamps

Which is best? Why?
Which is cheapest? Why?

HARVEST

Just a little bit of sunshine,
Just a little bit of rain,
Just a little bit of sowing
Of golden yellow grain,
And you may reap a harvest
From off the barren plain.

Just a little bit of smiling,
Just the sowing kindly seed,
Just a little bit of giving
Of the love that most folks need
Will make life's golden harvest
A thing of wealth indeed.



WEALTH

Every man should work. Labor produces wealth.

Some men work with their muscles. Some men work with their brains. Intelligent workmen work with both muscle and brain. Every person uses up some wealth every day, but all persons do not produce wealth.

We cannot work when we are very young nor when we are very old. We cannot work when we are sick. We must produce more each day than we consume or we shall not be ready for the day when we cannot produce.

We must also work for our children until they become workers. It is in this way that we pay, in production, for the days when our parents cared for us.

A man must take care of all that he produces that he does not use. The man who saves all that he does not use is a thrifty man.

Fact: "Money is not wealth. Money is something that can be exchanged for wealth."

Thrift

BANKS

In this country we have many banks. Every bank has a savings department. People can deposit money that they wish to save in the savings department. For the use of this money the bank pays interest. The usual rate of interest paid is 3% or 4%.

Any person can begin a savings account with a deposit of $1.00. This amount should be added to each week. It is much better to put money into the bank than to keep it at home. In the bank it is safe and cannot be lost or stolen.

The banks are under very careful governmental supervision. Many people invest their savings in homes and other property, when their savings account has grown large enough to make this possible.

Conversation

BANKS

What is a bank?

(*a*) How is a bank established?

(*b*) How are interests of depositors safeguarded?

How is a bank controlled?

(*a*) State and national legislation.

(*b*) Bank officials:

1. President
2. Vice President
3. Board of Directors
4. Employees (some)

Where may it be located?

(*a*) Main building—centrally located.

(*b*) Branch Banks:

1. Industrial Centers
2. Commercial Centers

What kind of buildings?

Special.

Why special buildings?

(*a*) Vaults—(time locks, etc.)
(*b*) Safety deposit boxes
(*c*) Fire protection
(*d*) Robbery protection

Of what use are banks?

(*a*) Safe deposits
(*b*) Safe investments
(*c*) Fire safety
(*d*) Safe exchange checks
(*e*) General convenience:
Checks as receipts, Travelers' checks, etc.

How can I help service for patrons?

(*a*) Realize that every bank rule is making your deposit safer.
(*b*) Learn how to deposit money.
(*c*) Fill out deposit slips correctly.
(*d*) Wait patiently and courteously your turn to be waited upon.
(*e*) Show appreciation of good service.

THRIFT

THE SAVINGS ACCOUNT

Today was pay day where Mr. Lucassi works. He is paid every two weeks, but his pay is not al-

ways the same. Sometimes he works overtime and sometimes he works on piece work. Today he received ninety-six dollars.

Last week Mr. Lucassi decided to begin saving part of his money to buy a home. He decided to put his savings in a bank. He asked his friend to go with him to a national or state bank and introduce him to the cashier.

The cashier gave him the proper deposit blank to fill out, and told him when his money would begin to draw interest. The national bank pays three per cent (3%) interest on savings.

Mr. Lucassi signed his name on a card so that the bank might know his signature. He took his deposit slip and the money that he was saving to the window marked "Savings," where he was given a book with the date and the amount of deposit written in it.

Mr. Lucassi must take the book each time he deposits money so that the teller can write the amount and the date of deposit in it. He must also take it with him when he desires to draw his money out of the bank.

$1000 in a savings account at 3% amounts to ———— in a year.

"The wisest way—bank on pay day."

BANKING

Place: Cashier's Window in Bank.

Characters: Receiving Teller,
John Miller, a Depositor.

John. "I want to put some money in the bank."

Teller. "Do you have an account here?"

John. "No, sir."

Teller. "Do you know anyone here?"

John. "No, sir, I do not."

Teller. "Some one whom we know must identify you."

John. "Here is my friend, Joe Barck. He has money in your bank."

Teller. "That is all right then. Will you start a savings or a commercial account?"

John. "What is the difference between them?"

Teller. "The bank pays you interest on a savings account if the money is left in the bank for six months. With a commercial account you can write a check, and get money at any time but you receive no interest."

John. "I will open a savings account."

Teller. "Take this card and sign your name on the line. Write your full name."

John. "My name is John H. Miller." (*Writes it.*)

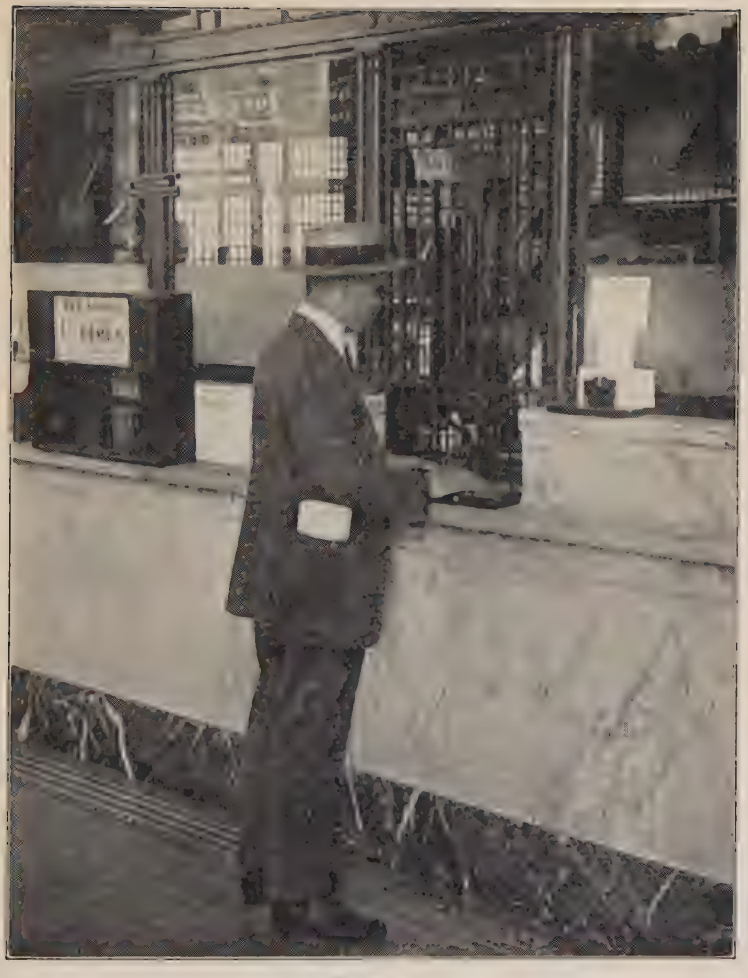
TELLER. "How much money do you wish to deposit?"

JOHN. "Fifty-eight dollars."

TELLER. (*Writes account in a book.*) "Keep this bankbook carefully. Bring it with you each time you come to deposit money."

JOHN. "I shall remember to do so and I thank you."

TELLER. "You are welcome."



THRIFT

BANKING

Place: Paying Teller's Window in Bank.
Characters: Teller. John Miller.

JOHN. "I would like to get this check cashed."

TELLER. "Have you an account here?"

JOHN. "I have a savings account."

TELLER. "What is your full name?"

JOHN. "John H. Miller."

TELLER. "You will have to endorse the check."

JOHN. "How do I endorse it?"

TELLER. "Turn the check over and write your name across the end of it."

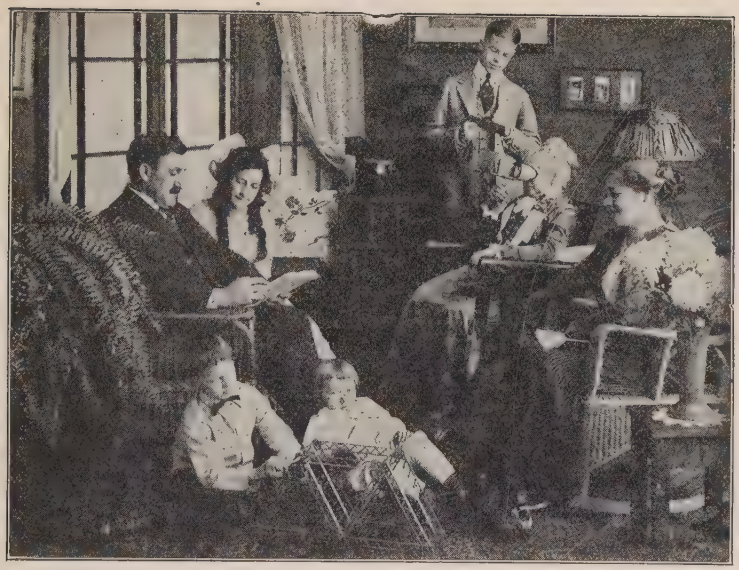
JOHN. "All right." (JOHN *writes his name and gives the check to the* TELLER, *who takes it and compares John's signature with the card he had signed in the savings department.*)

TELLER. "How do you wish your money?"

JOHN. "I would like two ten-dollar bills and one five."

TELLER. (*Counts.*) "Ten, twenty, twenty-five."

JOHN. "Thank you, that is right."



THRIFT

INSURANCE

Mr. Lovenski worked in a stove factory. He earned good wages but could only save a little because he had a family to educate.

Mr. Lovenski, being devoted to his wife and family, wanted to provide for them in case of his own death. He studied different forms of life insurance, and found that there are several kinds of good policies both for protection and savings.

Some policies mature in ten years, others in twenty years. If the policyholder is alive when these policies mature, he can draw the money him

self. If he dies, the money is paid to his wife immediately. In this way he has both savings and protection. An endowment policy is worth its face value at maturity.

There is a policy called a twenty-payment life policy which one may cease paying on at the end of twenty years. This also carries a cash surrender value. The premium is less than that of an endowment policy and the cash surrender value is also smaller. If one does not care for the cash surrender value, the policy is worth its face value when one dies.

Some people say that insurance in a good company is better than a savings account because it gives protection to a family in case of death.

Mr. Lovenski decided to take a twenty-payment life policy. That seemed best suited to his personal needs. This policy has a cash surrender value and can be used as a security for loans. Mr. Lovenski felt great satisfaction in knowing that his family is protected from want in case of his death.

Fact: "One certain thing in life is death."

THRIFT

USING TIME WISELY

Most men can learn to take care of money. Few men use time wisely, yet time is worth more than money.

We each have some spare time at our disposal. A wise man uses such time carefully. Recreation consumes some of our spare time but some of it should be used for self-improvement.

Using spare time wisely is like putting money into the bank. It becomes capital for use at another time. Time spent in study prepares for a better job and for bigger pay. Abraham Lincoln used his evenings for reading and study at home by the fireside.

FACT: "Time lost can never be found again."

THE PUBLIC SCHOOLS

The United States is known as the land of free schools. Most of the schools are public schools. Any child or adult can attend them.

In most states every child must be in school between the ages of six and fifteen years. The law compels this in order that all the people may be able to read and write.

In a country where the people are responsible for their own government, it is very important that they be able to read so that they can inform themselves on all public questions.

All public schools are supported by taxes or by special funds. The salaries of the teachers, the cost of buildings and supplies, and all other expenses of the school are paid by these funds.

There are different kinds of schools. Some of these are elementary schools, high schools, colleges, and universities, and in most of the large cities special schools are open in the evenings. These night schools were opened so that any one who worked during the day might have the opportunity to continue his education or to get training in his trade in his leisure hours.

With free public schools open days and evenings, every one in the country may secure an education.

PUBLIC SCHOOLS

1. What is a public school?

A place where people may go to receive help in educating themselves.

2. Kinds of schools:
   - (*a*) Elementary:
     - Kindergarten
     - Intermediate
     - High Schools
   - (*b*) Advanced:
     - Colleges
     - Universities
     - Special Institutions

3. What determines the location of schools?
   (*a*) Centers of population
   (*b*) Ease of access

4. Who controls the schools?
   (*a*) Elementary—Board of Education
   (*b*) Advanced—Board of Trustees or Regents

5. How are public school boards appointed?
By vote of the people.

6. Who has charge of the public schools?
   (*a*) Elementary:
      1. Superintendent
      2. Principal
      3. Supervisor
      4. Instructor
   (*b*) Advanced:
      1. President
      2. Department heads
      3. Instructor

7. How can I contribute to or benefit from the public school system?
   (*a*) By taking pride and personal interest in my own community school.
   (*b*) By keeping my children in school regularly and co-operating with the teachers in their work.

(*c*) By interesting my friends in the advantages at both elementary and advanced schools.

(*d*) By taking advantage of the school system to further my own education.

(*e*) By regular attendance.

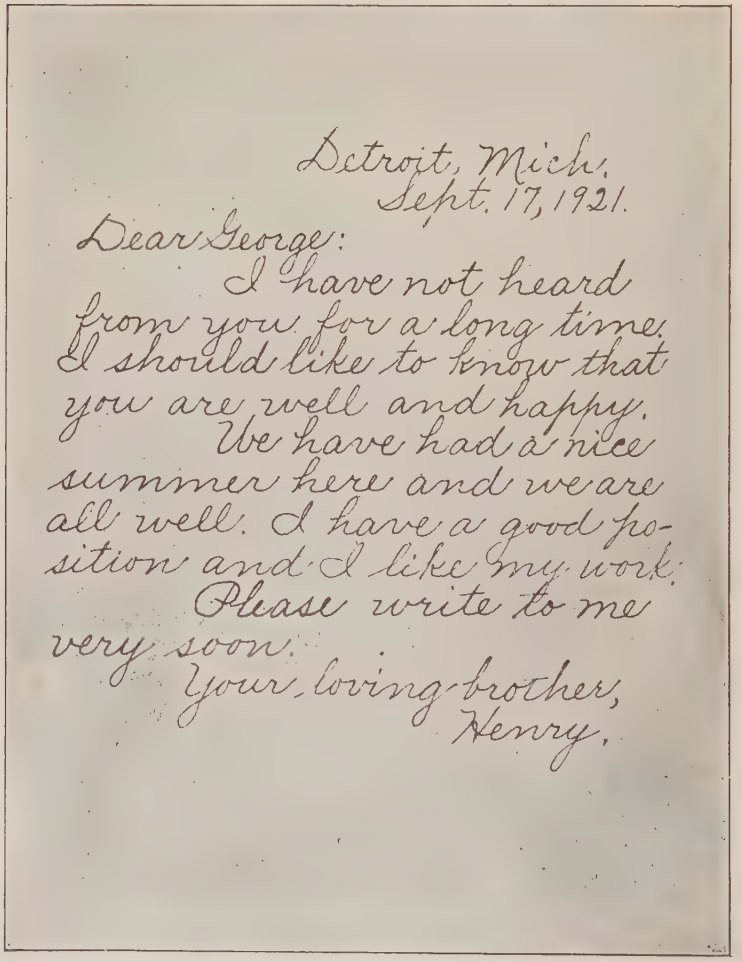
(*f*) By informing myself concerning the principles advanced by candidates for the school board and board of regents that I may cast an intelligent ballot for their election.

A LETTER

Henry wanted to write a letter to his brother in Wilmington, Delaware. He bought some letter paper and a package of envelopes at the stationery department in the drug store. He went to the post office and bought some two-cent stamps.

Henry has been in this country nearly four months. He has been going to night school and can now read and write English quite well.

This is his letter:



Detroit, Mich.
Sept. 17, 1921.

Dear George:

I have not heard from you for a long time. I should like to know that you are well and happy.

We have had a nice summer here and we are all well. I have a good position and I like my work.

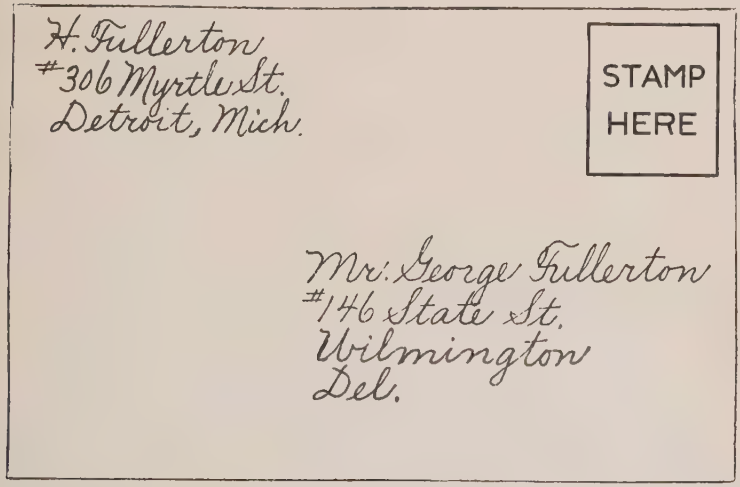
Please write to me very soon.

Your loving brother,
Henry.

THE POSTAL DEPARTMENT

A very helpful and efficient service rendered to the general public by the United States Government is the mail service.

Yesterday Henry wrote a letter to his brother in Wilmington, Delaware. He took an envelope and addressed it like this:



Henry placed his own name in the upper left-hand corner of the envelope. He did this so that if his brother could not be found at the address on the envelope, the letter would be returned.

He folded the letter neatly and placed it in the envelope. Then he sealed the envelope and put a two-cent stamp on the upper right-hand corner. He carried the letter to the corner of the street and

dropped it into the mail box placed there for the convenience of that neighborhood.

That afternoon at four o'clock the mail car that gathers up outgoing mail drove up to that corner. The mail man unlocked the mail box. He took all the mail out and put it into a strong leather sack. He laid the sack in the car and drove on to the next mail box on his route. When the mail man had gathered all the mail in his territory, he took it to the main post office.

At the main office all mail is sorted and placed in bags for different cities and different parts of the country. Henry's letter was put with the east-going mail. When it reached Wilmington, it was delivered to his brother's address by one of the mail carriers of that city.

In small towns and villages people go to the post office to call for mail addressed to them. In farming communities the mail is delivered by a rural mail carrier who drives over a given route daily or on alternate days. In some rural communities farmers market their butter and eggs by parcel post.

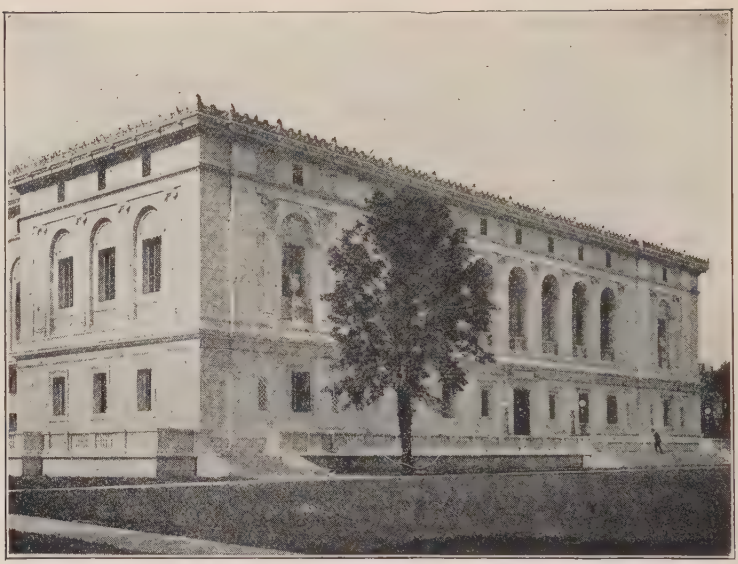
The work of gathering and delivering all mail, which includes letters, postcards, packages, and papers, is done by United States Government employees. No other service attempted by the government affords greater daily convenience and service to the people of the United States than its postal service.

POSTAL MONEY ORDER

If any person wants to send money to some one in another city, one of the safest ways is to send a postal money order. These can be bought at any post office for a small sum and can be sent in any letter. The buyer of a money order receives a receipt, and if a letter containing a money order is lost, the money will be returned to the buyer if he has his receipt.

It costs only three cents to send a sum of money less than two and one half dollars through the mail. An order whose value is between the amounts of two and one half dollars and five dollars costs five cents. The table of prices for the sending of money by postal order may be had at any postal station.

A postal money order can be cashed only at a post office where the person is known or can be identified by a reliable person. These orders are safeguarded and guaranteed by the United States Government.



THE PUBLIC LIBRARY

I like to read. I do not have much time to read at home. I cannot buy many books.

My friends told me one day about the City Library and I went there. I told the girl at the desk that I wanted to draw a book and she gave me a card to fill out. I filled the blanks for my name and address. The librarian filled out another card which she gave to me. It had on it my name, city address, and a number. Now I can draw out books at any time and I can read as many as I like.

The librarian keeps a record of the books that I take out and I am always careful to return them promptly and in good condition.

Public libraries make it possible to read all of the best books. A person can keep some books out for four weeks and others only a week at a time. Other books that cannot be drawn may be read at the library.

Conversation

PUBLIC LIBRARY

1. What is a public library?

A place where books, papers, magazines, pamphlets, etc., are owned and loaned to those who desire to read but not to buy them.

2. Where is the library located?
   (*a*) Main—centrally
   (*b*) Branches—where needed
3. Who has charge of a library?
   (*a*) Librarian
   (*b*) Assistants
4. How are the books arranged?
   (*a*) Shelves
   (*b*) Tables
   (*c*) Special book cases
5. How may one find the books he wants?
   (*a*) By asking an attendant.
   (*b*) By learning how the books are classified.

6. What are some of the classifications?

(*a*) Fiction
(*b*) Poetry
(*c*) History
(*d*) Civics
(*e*) Geography
(*f*) Mathematics
(*g*) Sciences
(*h*) Sociology
(*i*) Languages, etc.

7. How may one obtain permission to draw a book?

By presenting a library card.

8. How may he secure such a card?

(*a*) By giving name, address and occupation.
(*b*) If not a resident, he must have a taxpayer endorse the card.

9. What must one pay for this privilege of reading books?

He pays nothing for reading the books.

10. What can he do to show that he appreciates the privilege of reading books?

(*a*) He can take the best possible care of the books.
(*b*) He can return books promptly.
(*c*) He can tell his friends about the library and help them to form the library habit.

DAILY PAPERS

Every city has its daily papers and they are read by every public-spirited citizen. These daily papers are useful to the people in many ways. They tell the news of the day. One can read about events almost as soon as they happen. The papers are very cheap. They cost only a few cents and busy people read them on their way to and from work.

A good newspaper is like a school. It educates its readers. It instructs them on public questions. The government uses the papers to tell the people about new laws and the advertisements tell what the stores have for sale.

Citizens can put advertisements into the paper telling what they want to buy or sell. The want ads deal with houses for rent or for sale, help wanted, lost and found, and personals. Most of the cost of the printing of the paper is paid for by the advertisements. The sales of a paper rarely pay for its production.

On the editorial page we find discussions of important problems of the day. These discussions help to form the opinions of the people.

Newspapers should always aim to tell the whole truth about any matter. They do not always do so, therefore it pays to read more than one. In reading one paper only, wrong opinions may be formed by the people and they will not be able to vote intelligently until they have heard both sides of the question.

If a man desires to be a good citizen, he must read and thus keep himself well informed on all events, policies, and measures affecting the people of the United States or their relations with foreign nations.

THE POLICE DEPARTMENT

In every city there are policemen. The policemen are under the control of the police department. The police department is part of the city government and is supported by funds raised by taxation.

The policemen are needed to see that the laws and city ordinances are obeyed. They direct the traffic; they arrest criminals; they inspect the doors of the stores to see that they are locked at night. They do everything possible to prevent crimes and to protect the people against criminals.

Policemen are the friends of good citizens. They are the enemy of the criminal when he does wrong. Only through protection against crime can a city remain a safe place for homes and the growth of families.

THE FIRE DEPARTMENT

In every city of the United States much money is lost each year through destruction of property by fire. The loss would be even greater if it were not for the city fire department. All cities have fire departments. This department is maintained at public expense. The money is raised through taxation and fire-fighting apparatus is bought with public funds. The firemen employed by the department are on duty at all times. If they can reach a fire soon after the alarm is sounded, it can usually be stopped before much damage is done. If there is a delay, the fire makes much headway and is hard to control.

In case of a fire, the fire alarm is sounded. The streets are cleared ahead of the fire truck so that it can pass quickly and without hindrance.

A good, efficient fire department saves much money for a city during the year.

SUGGESTIONS FOR FIRE PREVENTION

Do not throw down lighted cigarettes or put away a lighted pipe.

Do not build bonfires. If it is necessary to do so, watch them until they die out or put them out before you leave them.

Be careful about the use of oil lamps and gas stoves.

Do not allow the furnace or the stove to become overheated.

Be sure the chimneys are in good repair.

Do not allow piles of waste to accumulate.

Keep the furnace room clear of all rubbish.

Be sure that you know where the nearest fire alarm box is located.

In case of fire, telephone the fire department and sound the alarm immediately.

CITY GOVERNMENT

Wherever a city or town develops it soon outgrows the provision of government given by township and county. This need for special local government causes the village or city to become a unit in itself and it takes steps to meet the state law that permits this. The process is called incorporation.

As soon as a city has become incorporated it proceeds to meet its own needs by local laws called ordinances. It assesses property within its limits—establishes its own police department, fire department, board of education and libraries. Any other

things that the city needs may be provided for by the consent of the people.

A city may contract with railway companies, with lighting and waterworks companies, or may establish its own systems. Its acts are usually determined by the wish of the people as expressed through their ballot.

There are two systems of government prevalent in our cities. The one called the bi-cameral (two-room) system is the older form. In this system the law-making body for the city is the city council. The city council is made up of two houses, one called the common council and the other called the select council. The city is divided into several wards. Each ward elects one or two members to represent the people of that ward in the common council. The select council usually has fewer members who are elected either by the city at large or by two or more wards uniting in the election of a member. This method is very unsatisfactory because it encourages clashes between the various wards. It is difficult to place responsibility on each member for his acts in council.

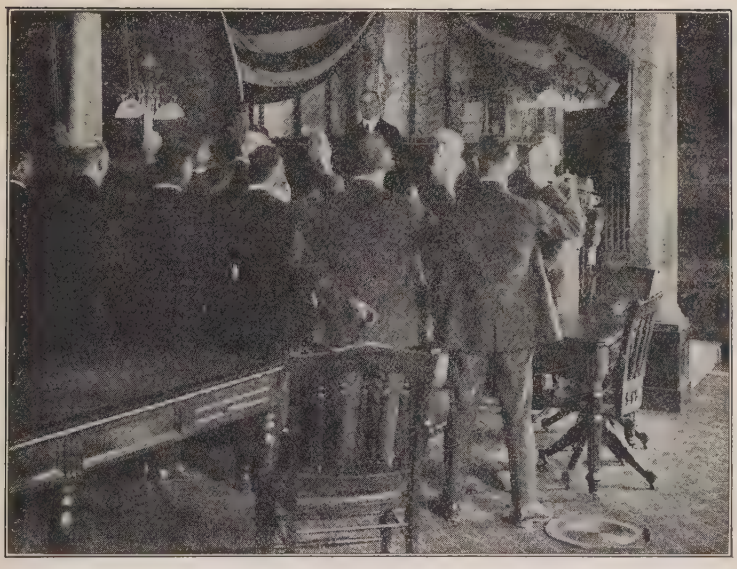
The other system, which is more modern and satisfactory, is known as the commission form of city government. In this system there is but one small group of either five, seven, or nine members who are elected on a non-partisan ballot by the city at

large. Elected in this way, the individual members do not represent separate local interests and, by having fewer members, it is easier to place responsibility for their action. It is the duty of the council to pass ordinances and make rules regulating the affairs of the city.

The mayor is the chief executive officer of the city. He is elected by the city at large. It is his duty to see that the city laws are enforced. To assist him, he appoints the various heads of departments such as Commissioner of Police, Head of the Fire Department, Head of the Department of Public Safety, Head of Department of Parks and Boulevards, and other departments as need for them develops.

The judicial department of the city consists of the municipal courts, such as recorders and police courts.

No city ordinance can set aside a state law. No state law can be enforced that is unconstitutional under the rights of citizens of the United States. Local laws may, however, place *stricter* regulations upon its people than the state law provides for.



BECOMING A CITIZEN

Mr. Peterson had been in this country five weeks. He wanted to become a citizen of the United States but he did not know what to do. He went to one of the public schools and asked the principal how he could become a citizen. Among other things the principal told him that he would have to learn the English language. He must learn many things about the country and its laws and must make a declaration of intention. This is commonly called the "First Papers" towards securing American citizenship.

Mr. Peterson then went to the clerk of the federal court and made a declaration of intention. He paid

one dollar for this first paper. He began to attend the public night school and soon learned to speak, read, and write English. His teacher taught him about the laws and customs of the United States and he read the United States Constitution.

After Mr. Peterson had been in this country five years he went to the United States federal court. He paid the clerk four dollars and filed his petition. Two men who had known him for five years went with him as witnesses. The examiner asked him many questions about the country and its laws. After ninety days he appeared in the court again and was asked more questions. The judge asked him why he wanted to become a citizen. He said, "I like this country. I can do more good for it if I am a citizen. Then I can vote and help to make its laws." The judge then gave him his full citizenship papers.

VOTING

The citizens of the United States make and control the government. Citizens have the privilege of voting for public officials and in many instances

directly for or against proposed laws. All native-born inhabitants over twenty-one years of age are voting citizens and those of foreign birth may become citizens if they desire to do so.

A citizen who does not vote is neglecting to take his place in the work of governing the people of the United States and thus neglects his duty to his country.

A citizen should vote wisely. In order to do so, he must read the magazines and daily papers and when possible should hear candidates for office speak on the issues of the day. It has been said that, "The ballots of an ignorant voter are more to be feared than the bullets of an alien enemy." This is true. It requires the votes of a wise people to make the government safe and clean.

The general election is held on the first Tuesday after the first Monday in November of each year. Federal elective officers, such as presidential electors, United States Senators and Representatives, and the state and county legislative and executive officers of most states are elected at the general elections.

Judicial and educational officials, and township and city officers are usually elected at a spring election. Many states endeavor to keep the educational, judicial, and local elections as free from political partisanship as is possible and thus elect a man on his personal merits.

MY DREAMLAND

A dreamland lay in the west,
Sun kissed and bright with joy,
Like a jewel set in pure gold—
Metal that held no alloy.

It called me to come to its shores,
It called—I could not resist
This wonderful dreamland of mine,
Set in the beautiful west.

So I sailed me straight out on the seas
And knew neither sorrow nor fear;
And because I had dreamed such a dream
Is the reason why I am here.

THE INDIAN

The native people who lived in America before it was discovered by Europeans were not of the white race. These people were a distinct racial group, and because of the color of their skin were called the red race.

The red men of America were at first called Indians because the early discoverers of America thought that the land they had found was India. Later they were called American Indians because they were not like the natives of India, who are sometimes called East Indians.

The American Indian was dark with a reddish tinge in the coloring of the skin. He had straight, black hair, high cheek bones, bright black eyes, and a straight, athletic figure. He could endure great physical exertion and hardship and scorned to show any signs of weakness.

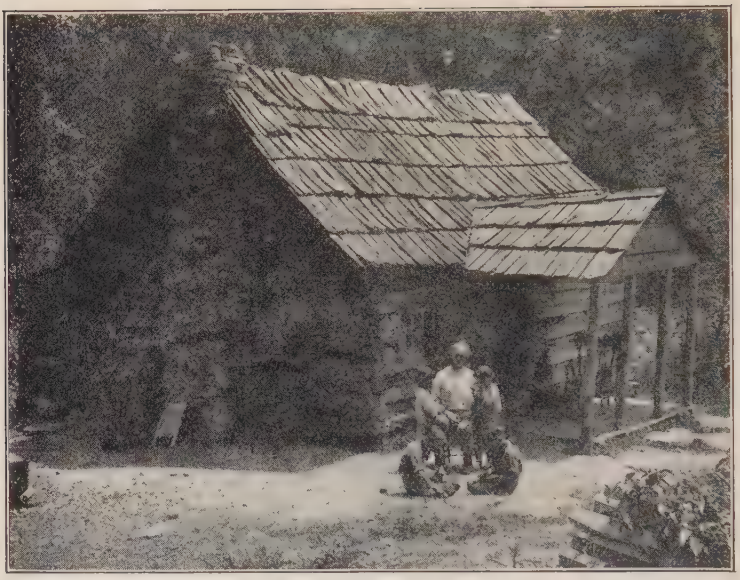
The Indians lived in tribes and each tribe claimed its own area of land and lived upon it, had its own hunting grounds, its own chieftain, and its own peculiar tribal customs. They did not have houses but lived in a sort of thatched hut or in tents made from the skins of wild animals.

The Indians raised corn and knew where honey and the wild fruits were to be found. They caught fish in rivers and lakes and hunted the wild animals in the forest. They shot animals with arrows and were skilled in the art of handling a bow. They were also skilled in the use of the tomahawk, which is a small ax made of flint.

The dress of the Indian was made from the skins of animals that they killed. They painted their faces and bodies with colors and wore feathers in their hair. They could not read nor write, but they had a sign language. Their woven belt of wampum and their totem poles often told a legend or story in their woven patterns or inscriptions.

Each tribe lived happily within its own area except for tribal wars. These wars were fierce and cruel and sometimes whole tribes were destroyed.

The coming of the white man changed all these things and the Indians began to move to the westward. There are only a few tribes left and these are fast disappearing.



OUR FIRST CITIZENS

Between the years of 1567 and 1763 permanent settlements were established in what is now the United States of America. Among them was the colony of Plymouth in Massachusetts, which was settled by the English in 1620.

The people who settled the colony of Plymouth were of English birth. They were unhappy in their national home life because they could not agree in their religious views with the views of the Church of England. These first settlers came to America with the idea of forming permanent homes. They

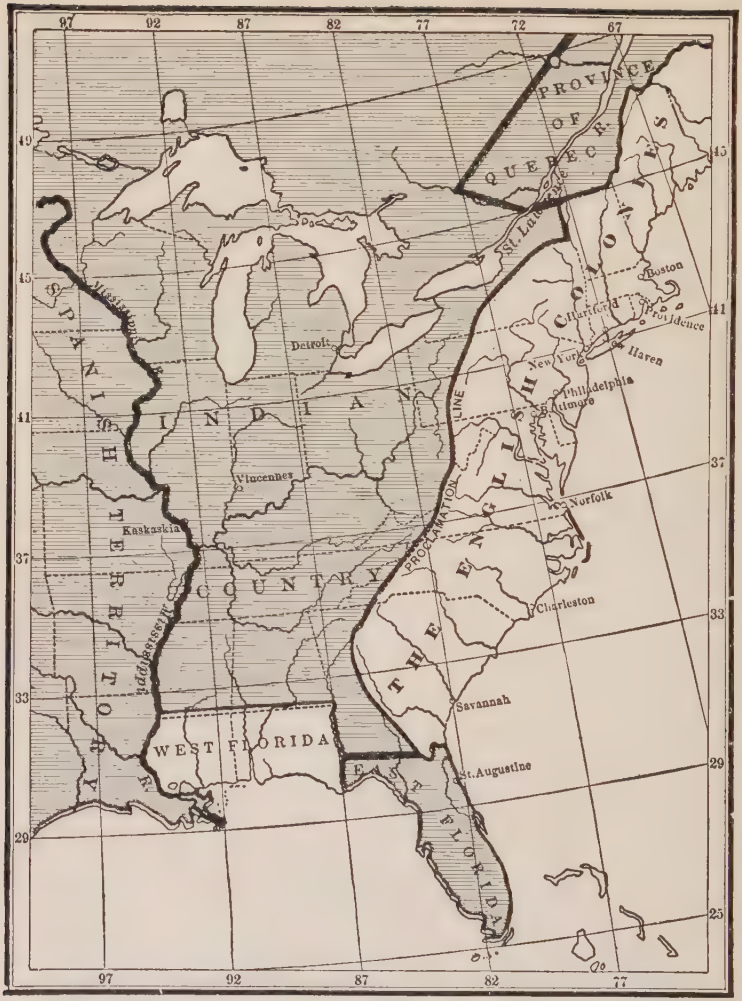
brought their families and their few household treasures, among which was their Bible.

The land to which these people came proved to be a wilderness. Wild animals and Indians roamed the woods and the settlers knew not which to fear more.

The men set themselves to build log cabins to protect their families from the cold and dangers. Then their fast-disappearing stores of food told them that they had other work to do. They traded beads and trinkets with the Indians for corn and they hunted game in the forest. Many of them died before it was possible for them to harvest their first crops.

These first settlers came to a new land and, by their own hard work, made it a better place in which to live. Every man added his share to the efforts of the group that later made liberty possible.

Each following generation of people has given its share toward the building of our nation as it stands today,—the biggest, the best, the cleanest nation on earth. Future generations must nurture the growth that has been so carefully guarded by preceding generations.



THE BRITISH COLONIES IN 1764

THE FRENCH AND INDIAN WAR

The French and Indian war was of great importance among the early events in colonial history. The white colonists who settled along the Atlantic Coast gradually forced the Indians of that section westward to find new homes and hunting grounds.

The French had made settlements around the Great Lakes and in the Mississippi Valley. They claimed the land west from the Alleghanies to the Mississippi River and south to the Ohio River. The English colonists also claimed that this region belonged to them.

The French had become friendly with some of the Indian tribes in this area. These Indians helped the French in an endeavor to drive out the English settlers from land west of the Alleghany Mountains. A war lasting nine years was carried on between English colonists and the French who were aided by the Indians. The English colonists at last were victorious, and all the territory east of the Mississippi was ceded to the English.

The result of the war in developing the colonists was threefold. It developed a spirit of unity through a common cause, it taught them their own strength, and how to protect their individual rights. This had a very important place in the later events that brought about their determination to be free and independent.

THE FLAG

Every good American loves and respects the United States flag.

The first United States flag was made in Philadelphia by Betsy Ross in 1776. It had thirteen red and white stripes, and thirteen white stars on a field of blue. The stars were in a circle and represented the first thirteen states.

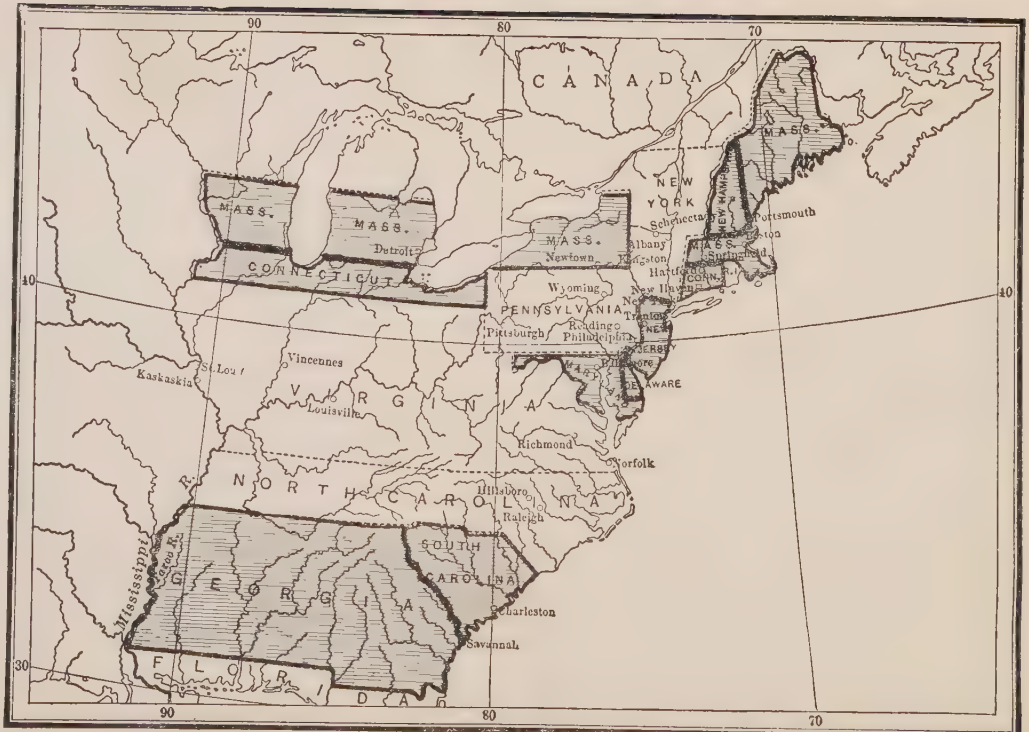
Now our flag has forty-eight stars representing the forty-eight states.

The red stands for Love, the white stands for Purity, and the blue stands for Truth.

The ideal of the flag is the ideal of our nation.

OUR FLAG

Blessed emblem of freedom,
Waving on high,
You send a glad message
Up there in the sky.
You bid us to strive,
You bid us to live,
You bid us to love,
And bid us to give.
Only through sacrifice, loving, and giving
Does a man ever find the true secret of living.



LAND CLAIMS OF THE THIRTEEN ORIGINAL STATES IN 1783

New York claimed all the lands west of the Alleghany Mts

THE REVOLUTIONARY WAR

We have read in a preceding lesson about the French and Indian War and the new area of land that came into the possession of England at its close. This new land was given to the Province of Quebec and that fact together with many others bred discontent in the minds of those who felt that it should have been given to the thirteen colonies.

There were several causes for dissatisfaction on the part of the colonists. Perhaps the greatest of these was the fact that they were forced to pay taxes to England but not permitted to have any representation in the governing body which had power to tax them.

Many stories are told of ways in which the colonists tried to evade the paying of taxes. They finally declared it unjust that they should pay taxes and yet have no colonial representation in the English Government. The slogan, "No taxation without representation," was heard on all sides.

In the year 1775 the climax was reached and warfare began. On July 4, 1776, the colonists declared that, "These colonies are and of right ought to be free and independent states." The war continued for eight years.

At the close of the Revolutionary War, England gave up her claim to the thirteen colonies, and they became a free and independent nation.

THE FATHER OF OUR COUNTRY

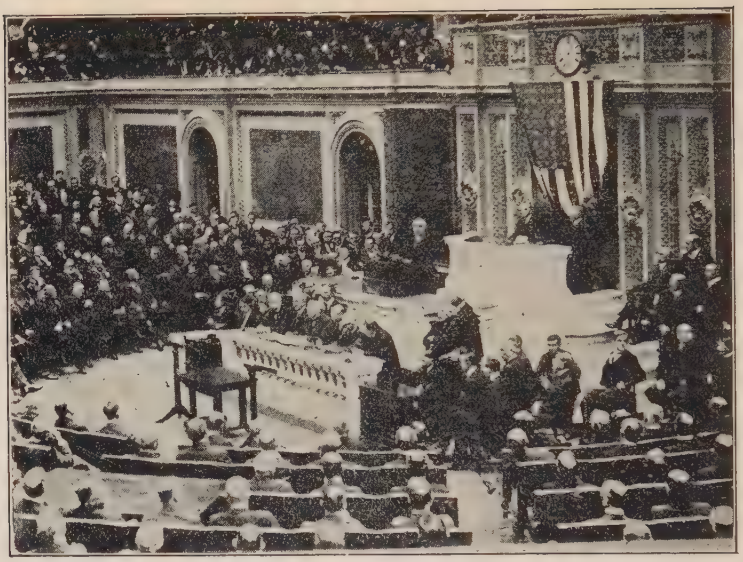
George Washington was Commander-in-Chief of the Colonial Armies in the War for Independence. When this war was ended the people of the new nation made him their first president.

George Washington was born in Virginia, February 22, 1732. He was the son of a wealthy planter and his early life was spent mostly out of doors.

When he was twenty years of age he went on an extended surveying trip through the unexplored territory of Virginia and Pennsylvania. The trip was of great value to him in his later life. It was at this time that he learned the forests and how to find his way about in them.

He acted as a guide for the British troops during the French and Indian War. He learned much of arms and armies through this experience, and it all proved valuable when he was called upon to lead the army which fought for independence.

Many books have been printed that tell the story of Washington's life. These may be found in any public library. The people of the United States have christened him "The Father of Our Country."



THE CONSTITUTION

In the year 1783, at the close of the War for Independence, there was much rejoicing in the American colonies. For eight years they had fought together for freedom and at last it was theirs. They were happy indeed.

During the entire period of the war, there had been no attempt to form a strong union, but now that peace was declared the question of government arose.

The union existing was a confederated union, not a federal union. An agreement called "The Articles of Confederation" formed a confederated union but

did not provide for the enforcing of its laws nor for the expenses of a central government. This form of government was more a "League of Friendship" than a government. Great dissatisfaction arose among the states because of different home and foreign trade interests. The need of a strong federal government was felt, and in 1787 "The people of the United States, in order to form a more perfect union," met at Philadelphia. George Washington presided at this meeting and there our present constitution was drafted. Nine states had adopted it by June, 1788, and the new constitution went into effect March 4, 1789.

Our present government is a federal union of which the people are the sovereign head.

The Constitution of the United States provides for three departments of government:

Legislative—law-making
Executive—law-enforcing
Judicial—law-interpreting

The Chief Executive of the United States is the president. He is chosen every four years by the voters of the nation. The president must be a natural-born citizen over 35 years of age and a resident of the United States for at least seven years. The President is Commander-in-Chief of both the Army and Navy.

The legislative power is vested in a Congress which

is composed of two houses, a Senate and a House of Representatives. The Senate is composed of men chosen to represent the states and each state elects two. The House of Representatives is composed of men elected to represent the people in the state and each state sends members according to its population. These two houses act as a check upon each other and help toward the enactment of safe and sane laws.

The judicial department is composed of the courts of the United States. The United States Supreme Court, which is the Court of Last Appeal, consists of nine judges, a chief justice with eight associate justices. The Federal Courts pass judgment in all interstate cases and such cases as involve the United States as a nation.

The Constitution of the United States safeguards democracy and protects the rights of every citizen to life, liberty, and the pursuit of happiness.

GOVERNMENT

I. What is government?
II. What is law?
III. Kinds of government:
    (*a*) Monarchy:
        1. Absolute
        2. Limited
    (*b*) Republic
    (*c*) Democracy

IV. What is meant by a government "of the people, by the people, for the people"?

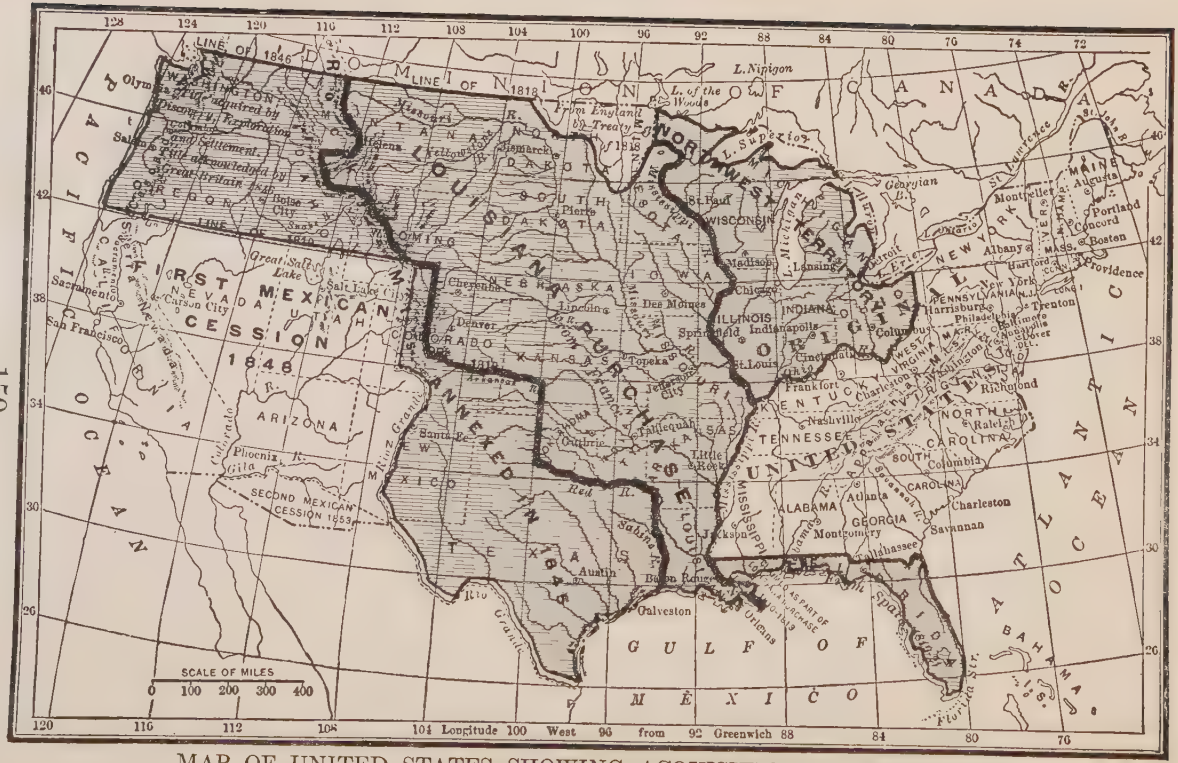
United States Government (Federal democracy)

Departments of Federal Government:

(*a*) Legislative—Congress
1. Senate
2. House of Representatives

(*b*) Executive
1. President
2. Cabinet officers—Departments

(*c*) Judicial—Federal Courts:
1. Supreme
2. District



MAP OF UNITED STATES SHOWING ACQUISITION OF TERRITORY

When the federation of states became the United States of America in 1787, the area of land of which the nation was composed was much smaller than at the present time. Its eastern boundary was the Atlantic Ocean and its northern boundary nearly the same as it is today. Its western limit was the Mississippi River and the southern boundary line was the northern boundary of Florida.

Napoleon was forced in 1803 to sell the large tract of land west of the Mississippi River known as Louisiana because he was unable to protect it. The United States bought it for the small sum of fifteen million dollars. This tract of land extended from the Mississippi River west to the Rocky Mountains except in the south where the western boundary extended only to the Texas border.

The purchase of Louisiana more than doubled the original area of the United States, and gave complete control of the Mississippi waterway system. The land proved to be some of the most valuable that the nation possesses. Thirteen large states containing many large cities have been formed within its area. In the city of St. Louis a single block could not be bought for fifteen million dollars—the sum paid to France for thirteen of our largest states.

Another area of over 70,000 square miles of land came into possession of the United States in 1819

by a purchase from Spain. The territory of Florida which lay south of the United States became a cause of dispute between Spain and the United States. Indian raids took place along the border and indemnities were due to the United States because of these marauding parties. Spain agreed to sell this small area of land to the United States for the sum of three million dollars and thus ended the trouble.

Texas gained its independence from Mexico in 1836, and had several times asked to be annexed to the Union as a state. Not until 1845 was it finally admitted. This added another large area of land to the United States.

The next year a dispute was settled between England and the United States over the ownership of a large area of land in the northwest known as the Oregon Territory. The United States' claim to this territory was based upon exploration and settlement. It was finally decided through arbitration to divide the tract, England receiving the northern part and the United States keeping the southern part of the land. The portion given to the United States extended from the Louisiana territory boundary on the east to the Pacific Ocean on the west, and, from a boundary line extended west from the northern boundary of Dakota and Montana to the Pacific Ocean, south to the northern boundary of California. It now forms the states of Washington, Oregon, Idaho, and parts of Montana and Wyoming.

Two years later at the close of a war with Mexico over the southern boundary of Texas, another large tract reaching from Texas to California was ceded to the United States by Mexico. This, with the small Gadsden purchase from Mexico in 1853, established the boundaries about where they are today.

The vast territory of Alaska, rich in furs, fisheries, timber, and gold, was bought from Russia for seven million dollars in the year 1867.

A war with Spain occurred in 1898, caused by the sinking of an American warship. Peace terms gave Cuba her independence and ceded Porto Rico, Guam, and the Philippine Islands to the United States. During this same year Hawaii, which for five years had been seeking annexation to the United States, was admitted to United States sovereignty.

In 1904 the Panama Canal Zone became a part of the nation's possession, and in 1918 islands known as the Danish West Indies were purchased from Denmark.

The nation has gradually grown, mainly by purchase, from an original area of 827,844 square miles until, at the end of one and one half centuries, nearly 3,000,000 square miles of territory have been added to its area. From a minor power, the liberty-loving, youthful nation has grown in strength and importance to a leading power among the powerful nations of the earth.

THE NEGRO

The people of the United States come from all nations and represent all races. We have read about the white race and about the Indians who lived here when the white men discovered the land. Soon after the white man came, a Dutch trader brought a boatload of negroes from Africa and sold them to the colonists as slaves. These were the first of the black race in America.

In the south were great areas of rich soil upon which could be raised cotton, tobacco, and sugar cane, but the climate was so hot that white men sickened and died when obliged to work in the hot

sun. The colored people liked the heat—they were from a warm country and could work all day in the fields. The southern farmer or planter felt that in slavery and colored labor lay the solution to his problem.

The negroes were a childlike people, simple-minded and happy when treated well, and the system of slavery became widespread throughout the south.

The slaves were given their freedom at the time of the Civil War and since that time have been citizens of the United States. They were not able to read nor write, but during the past fifty years have advanced in education and in general development. Only a small portion of the race are highly educated and this group is working to help their less fortunate brothers. Labor conditions have been such as to cause the southern negroes to move northward and westward, and we now find them in every state in the Union.

THE SAVIOR OF OUR COUNTRY

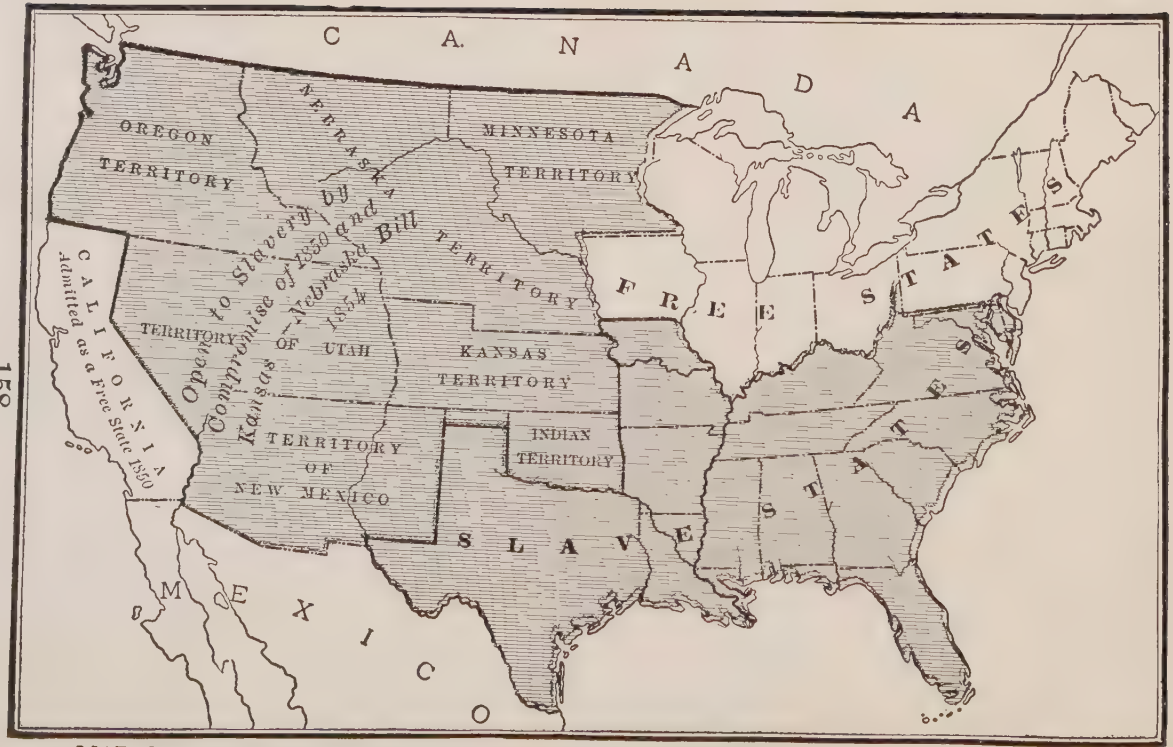
(The Civil War)

Abraham Lincoln is a leader and a statesman who is held as an ideal in the heart of every American. He was born February 12, 1809, near Hodgensville, Kentucky.

His parents were very poor. One of his early homes was a hut having only three walls which served as a home until a log cabin could be built. He had scarcely any opportunity to attend school, but his mother taught him to read and write. He studied at home under difficult conditions. He considered it no hardship to walk miles to borrow a book or to return one. He often studied by the firelight or by the light of flaming pitch-pine knots which he gathered from the forest.

While still a young man Mr. Lincoln succeeded in passing the state examinations required for the practice of law and was admitted to the bar in the state of Illinois. He was elected to the state legislature, and later was made congressman.

In the year 1860 the nation elected Mr. Lincoln as President of the United States, and his inauguration took place March 4, 1861. Immediately following these events the southern states began seceding from the Union. The states involved were Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, North Carolina, South Carolina,



MAP OF UNITED STATES SHOWING AREAS OF FREEDOM AND SLAVERY IN 1854

Arkansas, and Tennessee. These states formed a union which they called the Southern Confederacy.

Abraham Lincoln was ready to assume the leadership of the nation. His life experiences had given him a sympathetic heart and a wise judgment. These qualities, tempering justice with mercy, helped to keep the United States a united nation. He declared that "a nation divided against itself cannot endure," and refused to permit the withdrawal from the Union of any of the states. The war to preserve the Union lasted four years and the nation was saved. Americans call Abraham Lincoln "The Savior of Our Country."

THE YELLOW RACE IN THE UNITED STATES

We have read of the red race, the white race and the black race in America and of their general characteristics. There is another race which forms considerable of the population on the western coast and which can be found in small numbers in almost every city in the United States.

The Mongolian or Yellow race are natives of Eastern Asia and are recognized by their black eyes set slantingly, their straight black hair, and their yellow skin.

This racial group has settled in large numbers in California and other western states. They work on

the farms and in the vineyards as well as in laundries, and restaurants and as domestic servants. In the more eastern locations they operate restaurants, laundries and shops where oriental potteries and cloths are sold. The land attracts them less than in the western states.

People from Japan and China are barred from becoming citizens of the United States under present laws.

THEODORE ROOSEVELT

Even as George Washington has been best-known as "The Father of His Country," and Abraham Lincoln as "The Savior of His Country," so Theodore Roosevelt is known as "The Real American."

Theodore Roosevelt was born in New York City, October 27, 1858. As a boy he was not physically strong, but wise care and his determination to overcome difficulties developed in him a strong, vigor-

ous manhood. Few people live so strenuous a physical or mental life as Theodore Roosevelt lived.

He was educated at Harvard and Columbia universities and was a deep student along varied lines of interest. He was greatly interested in natural history; he wrote an historical account of the development of the western part of the United States, and he was the youngest member of the New York Legislature when elected to the Assembly.

He instituted many reforms when he was federal civil service commissioner at Washington, D. C., and also when police commissioner of New York City. He carried on the work of both offices with vigor and success.

He recruited a regiment consisting of cowboys, men of the western plains, and others when the Spanish-American war was in progress. Many of these men were his personal friends. This regiment was known as the "Roosevelt Rough Riders," and gave distinguished service in the Cuban campaign.

He was elected Vice-President in the year 1900 and six months later when the President, William McKinley, was assassinated, he became President. While President he created a new cabinet department called the Department of Commerce and Labor, with full authority to investigate the trusts. He stated his own idea of his mission by saying:

"My problems have been moral problems and my teaching has been morality."

Theodore Roosevelt stands as a worthy example of American manhood, devoted to his family, his community, and his country. He died January 6, 1919, and an entire nation paid him tribute.

GOVERNMENT OF STATES

The general system of government in the United States comprises the federal government and a special local government for each state. The federal

government makes, enforces, and interprets only such laws as are of general interest to all the people of all the states. Each of the forty-eight states must make many other laws that are to meet their own individual needs. No law of a state can ever in any way set aside a law of the federal government but it may add to that law.

State government is fashioned upon the general plan of the federal government and provides for the three departments, law-making, law-enforcing, and law-interpreting. These are called the legislative, executive, and judicial departments.

The state provides for its own system of taxation, licenses, roads, schools, courts, criminal laws, marriage and divorce laws, property rights, and many others. These may differ in different states, if they are not unconstitutional. They must not restrict constitutional rights and privileges.

The Governor is the chief executive of the state. The state legislature, like the United States Congress, has its two houses which act as a check one upon the other in law making. The courts of the state interpret the state laws and see that like justice is given to every citizen.

STATE GOVERNMENTS

Departments of State Government:

(*a*) Legislative—State Legislature:
- Senate
- House of Representatives

(*b*) Executive—State Executive Officers:
- Governors
- Lieutenant-Governor
- Secretary of State
- Secretary Treasurer, and others

(*c*) Judicial—State Supreme Courts

CITY GOVERNMENT

Departments of City Government:

(*a*) Legislative
- Common Council or Bi-cameral System

(*b*) Executive
- Mayor
- City Clerk
- City Treasurer
- Commissioners, and others

(*c*) Judicial—Municipal Courts
- Recorders
- Police
- Juvenile, etc.

THE WORLD WAR

The outbreak of the world war came upon the people of both Europe and America as news of a gigantic calamity. Only the countries directly concerned realized the gravity of the situation.

Old enemies in Europe were again to fight for supremacy, and it was felt that this struggle must continue until a decisive victory was won.

In the United States, the tradition of taking no part in European disputes kept the United States neutral even after infringements of international law and tradition had taken place.

It became necessary in 1917 to protect and up-

hold the dignity and rights of the United States upon the high seas. This situation led them to declare war against Germany, who had outraged all shipping situations and caused the death of many American citizens as well as the loss or misdirection of much of the tonnage being carried in oceanic commerce. Within a period of less than six months, United States armies were actively fighting Germany and her allies and, at the end of a year, more than a million American soldiers had reached Europe, while more than a million were awaiting transportation to the other side.

After a series of decisive victories against the Germans, an armistice was signed November 11, 1918, and active fighting ceased. The final adjustment of indemnities will cover a long period of time and work great hardship upon the peoples involved.

The United States took part in the world war that the world might be made safe for democracy. They accepted no pay and asked no indemnities. It may be said that every life given in the war was a direct sacrifice that the fires of freedom might be kept brightly burning.

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